



**Baseline Report  
February 2006**



**City of Seattle  
Office for Education**

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**Introduction**

This is the baseline report for the 2004 City of Seattle Families and Education Levy (FEL). The Levy, developed by the community, Mayor Greg Nickels and the City Council, is a \$117 million, seven-year property tax measure overwhelmingly approved by Seattle voters in September 2004. Seattle is unique in having a city property tax levy for educational services; no other United States city contributes to its public school system in this way.

The FEL invests in the education of Seattle students, pre-kindergarten through high school. Levy programs are outside of the classroom, yet designed to impact academic achievement of Seattle students. Investments are in six areas: Early Learning, Family Support and Involvement, Out-of-School Time for Elementary and Middle School Students, Support for High-Risk Youth, Student Health, and School Crossing Guards. The FEL exists from September 2005 through August 2012.

As this report will describe, the 2004 FEL represents a change in direction for City investments in children and youth toward academic achievement. The 2004 FEL invests in students who are the most academically challenged, with the goal of directly improving their achievement in school. The City has implemented new accountability measures to track the Levy's impact on Seattle students. This report describes the new approach and academic baselines for the 2004 FEL.

## History of Seattle's Families and Education Levy

Seattle voters passed the first Families and Education Levy in 1990, the result of a grassroots effort initiating the City's role in education. Under Mayor Norman B. Rice, the City held an Education Summit to bring together more than 2,000 individuals from all sectors of the community: educators, parents, students, business people, community activists, government employees and the general public. A clear message emerged from the Summit: Seattle residents wanted to be involved in helping the public school system. Helping all children to be "safe, healthy and ready to learn" became the goal of the 1990 Families and Education Levy, which invested in out-of-classroom services aimed to improve the education of every child. In 1997, Seattle voters renewed the FEL for another seven-year term. The 1997 FEL closely mirrored the 1990 FEL.

## Outcomes-Focused Approach to Children and Youth Investments

Beginning in 2002, the City changed the way it invested in children and youth. Under Mayor Greg Nickels, the City began to approach children and youth investments from a data-driven perspective. The City analyzed the state of children and youth in Seattle – with respect to family income, educational achievement and health – on an annual basis. The first-ever State of Children and Youth Report was issued in 2002, finding that overall, young people in Seattle fared well compared to children in other large cities. However, some children were faring better than others. There were clear differences in well-being between children of color and white children, children from low-income families and those from middle- and upper-income families, and children living in the north part of the City and children living in the south part of the City. State of Children and Youth Reports were issued in 2003 and 2004, as well.

## 2005-2006 Children's Budget

As a result of the disproportionality documented by the Children and Youth Reports, the City initiated a new, results-based approach to investing in children and youth in order to improve outcomes for those who were not faring well. The City created a Children's Budget for the 2005-2006 biennial budget, including all investments in children and youth across City departments. The City used a zero-based approach to build a budget based on the outcomes that needed to be improved. The 2005-06 Children's Budget represents \$29 million of City investments from the General Fund and the FEL. The key elements of the 2005-06 Children's Budget were:

- ***Invest in Best Practices/Tested-Effective Programs***  
Whenever possible, invest in programs that have been proven to improve outcomes for children and youth.
- ***Target Resources***  
Target resources to children and youth who need them the most, to reduce disproportionality.
- ***Measure Progress Toward Results***  
Using multiple measures, track the progress children and youth are making toward goals.

- ***Coordinate Budgeting and Planning for Children and Youth Programs Across City Departments***  
Budgeting for children and youth programs across departments allows the City to make more strategic decisions, increase efficiencies, and ultimately, improve outcomes for Seattle's children and youth.
- ***Report to the Public on How Children and Youth are Doing***  
Keep the public informed on how the City's children and youth are faring and how City-funded programs are impacting results.
- ***Use Data to Improve City Children and Youth Programs***  
After tracking results, use the data to improve programs, course-correct, and make better policy-level decisions about how to invest in children and youth.

### **New Focus: 2004 Families and Education Levy**

The largest policy change resulting from the new approach to City investments in children and youth was the strengthened focus on academic achievement in the 2004 renewal of the City's Families and Education Levy. The 2004 Levy, which was the third Families and Education Levy, set a new direction of *academic achievement for all children and youth in Seattle*.

Developed over two years through community involvement, the Levy focuses resources on improved academic achievement for Seattle's students, particularly students of color and low-income students. FEL programs were recommended by a 42-member Citizens Advisory Committee and seven-member Levy Oversight Committee, based on how well the programs would help students achieve academically in school.

The 2004 FEL focus on academic achievement is a significant change from the two previous levies. All programs in the new FEL are directly tied to improving educational outcomes. This new, sharpened focus on academic achievement guided the City to invest in new programs that would result more directly in students excelling in school and graduating.

**Levy Investment Areas: Summary**

The Levy invests in six areas, described below.

**Early Learning**

*Investments include:*

- Preschool for four-year-olds, and child care subsidies for families who need full-time services;
- Preschool-to-kindergarten transition support;
- Home visits to young children and their parents to increase literacy;
- Training for early learning teachers; and
- Increased compensation for early learning teachers.

*Outcomes: Increased school readiness*

**Family Support and Involvement**

*Investments include:*

- Family Support Workers in elementary schools focused on academic achievement;
- Grants to schools to increase family involvement in education; and
- Grants to community-based organizations to increase family involvement in education.

*Outcomes: Increased academic achievement*

**Out-of-School Time for Elementary and Middle School Students**

*Investments include:*

- Community Learning Centers (CLCs) in elementary and middle schools, providing academically-focused after-school activities;
- Academically-focused after-school activities in middle schools that do not have CLCs;
- Middle School Support Sites where teachers and staff from CLCs and School Health Clinics work together to identify and create learning plans for students at risk of failing academically or dropping out. Services include counseling, tutoring, after-school programs, student health and other social services; and
- Middle School Athletics

*Outcomes: Increased academic achievement*

**Support for High-Risk Youth**

*Investments include:*

- Case management for high school and middle school students who are at the highest risk of dropping out of school.

*Outcomes: Increased academic achievement, reduced dropout rate, increased graduation rate*

**Student Health**

*Investments include:*

- School-Based Health Centers in all ten comprehensive high schools and four middle schools; and
- Nurses in schools with student health services.

*Outcomes: Increased academic achievement*

**School Crossing Guards**

*Investments include:*

- School crossing guards in elementary schools. The FEL ordinance funded this program for three and one-half years only.

### Overall Levy Budget

The following chart shows the overall budget for the Families and Education Levy.<sup>1</sup> The budget is displayed by investment area. The years beyond 2006 represent planned budgets; these funds have not yet been appropriated. The 2006 level is higher than 2005 since the new FEL began in September 2005 (i.e., 2005 represents only four months of funding). Levy funds are appropriated based on the City's calendar fiscal year although the School District's fiscal year runs from September through August; the 2006 year shown in this report represents funding for the 2006 portions of both the 2005-06 and 2006-07 school years.

Overall Levy Budget	2005	2006	2007	2008	2009	2010	2011	2012	Total
	Revised*	Adopted	(Plan)	(Plan)	(Plan)	(Plan)	(Plan)	(Plan)	(Plan)
Early Learning	1,240,983	2,587,603	3,310,118	4,025,554	4,085,937	4,147,226	4,209,435	2,518,341	26,125,197
Family Support & Family Involvement	929,491	2,853,765	2,904,615	2,948,184	2,992,406	3,037,292	3,082,852	2,096,493	20,845,098
Support for High-Risk Youth	400,108	1,226,297	1,030,225	1,045,678	1,061,364	1,077,284	1,093,443	743,596	7,677,995
Middle School Support/ Out-of-School Time	1,076,371	3,092,810	3,993,900	4,415,572	4,481,806	4,549,033	4,617,269	3,139,974	29,366,735
Student Health	1,230,891	3,779,137	3,846,475	3,904,173	3,962,735	4,022,176	4,082,502	2,776,310	27,604,399
Crossing Guards **	513,397	520,165	529,433	268,687	-	-	-	-	1,831,682
Admin & Evaluation	230,774	705,541	715,113	722,839	730,682	738,642	746,722	505,798	5,096,111
<b>Total:</b>	<b>5,622,015</b>	<b>14,765,318</b>	<b>16,329,879</b>	<b>17,330,687</b>	<b>17,314,930</b>	<b>17,571,653</b>	<b>17,832,223</b>	<b>11,780,512</b>	<b>118,547,217</b>
*Partial Year **Levy-funded for 3½ years									

<sup>1</sup> The overall Levy budget as displayed on this page differs slightly from the 2006 Adopted Budget and 2007-2012 spending plan. The Middle School Support funds were included in the Support for High-Risk Youth Program in the Adopted Budget.



The next chart shows the dollars per student served for each investment area. The dollars per student for the total Levy are not shown as some students are served by more than one Levy program (e.g., Middle School Out-of-School Time and School-Based Health Centers).

<b>Overall Levy Budget</b>	<b>2006 Adopted</b>	<b># Students Served</b>	<b>\$ Per Student</b>
<b>Early Learning</b>	\$ 2,587,603	482	\$ 5,368
<b>Family Support &amp; Family Involvement</b>	\$ 2,853,765	2200	\$ 1,297
<b>Support for High Risk Youth - Stay in School</b>	\$ 1,226,297	665	\$ 1,844
<b>Middle School Support/Out-of-School Time</b>	\$ 3,092,810	1400	\$ 2,209
<b>Student Health - Health</b>	\$ 3,779,137	5000	\$ 756
<b>Crossing Guards</b>	\$ 520,165	N/A	N/A
<b>Admin &amp; Evaluation</b>	\$ 705,541	N/A	N/A
<b>Total:</b>	<b>\$14,765,318</b>		

### **Strengthened Accountability for 2004 Families and Education Levy**

The 2004 FEL includes strengthened accountability measures, requiring the City to track and report to the public on how well its investments improve academic achievement, especially for students who have not achieved academically in the past. The City has also committed to making course-corrections to Levy programs that are not on track to meet student outcomes. This means the City will continuously track and analyze program data to ensure students are making academic progress. If progress is not being made, the City will seek to understand the reasons students are not improving in school and make program changes in order to reverse these trends. This process of continuous improvement is much different from previous levies, in which the impact of programs was measured at the very end of the term, when little could be done to change direction.

The 2004 FEL also strengthened financial accountability of Levy funds. The City's Office for Education (OFE) now centrally manages all FEL funds. In the past, the City directly appropriated funds from the City budget to departments administering Levy programs. Beginning in 2004, all Levy funds are appropriated directly to OFE. OFE develops memoranda of agreement with City departments, the School District and community-based organizations managing programs, establishing the academic outcomes required.

Accountability for academic outcomes is further enhanced by the use of performance-based contracts. Each Levy program requires the service provider to reach measurable performance outcomes in order to receive full reimbursement for their services. These performance set-asides can be as high as 25 percent of total reimbursement. In addition, two programs – Early Learning preschools and High-Risk Youth – offer bonuses for each child who reaches the required academic outcome.

## **Partnership Agreement**

The 2004 FEL ordinance passed by the City Council and Seattle voters required a Partnership Agreement between the City of Seattle and the Seattle Public Schools. The Agreement formalizes the joint goals of the City and School District as partners to significantly increase the number of young children ready for school, achieving academically once in school, and staying in school through graduation. The Agreement recognizes this goal can be met only if the City and School District collaborate, fully aligning their programs with these outcomes. By signing the Agreement, the City and School District affirm they will work in good faith to align their programs and meet the outcomes. The Agreement also outlines the process by which the City and District will track and share data for the purposes of accountability and reporting. A separate data sharing agreement ensures that the necessary student behavior and academic information is provided to OFE to monitor the effectiveness of Levy-funded programs. Finally, another important element of the Agreement is the joint commitment to invest greater proportions of Levy dollars in schools with the highest numbers and/or percentages of low-income students.

## **Levy Oversight Committee**

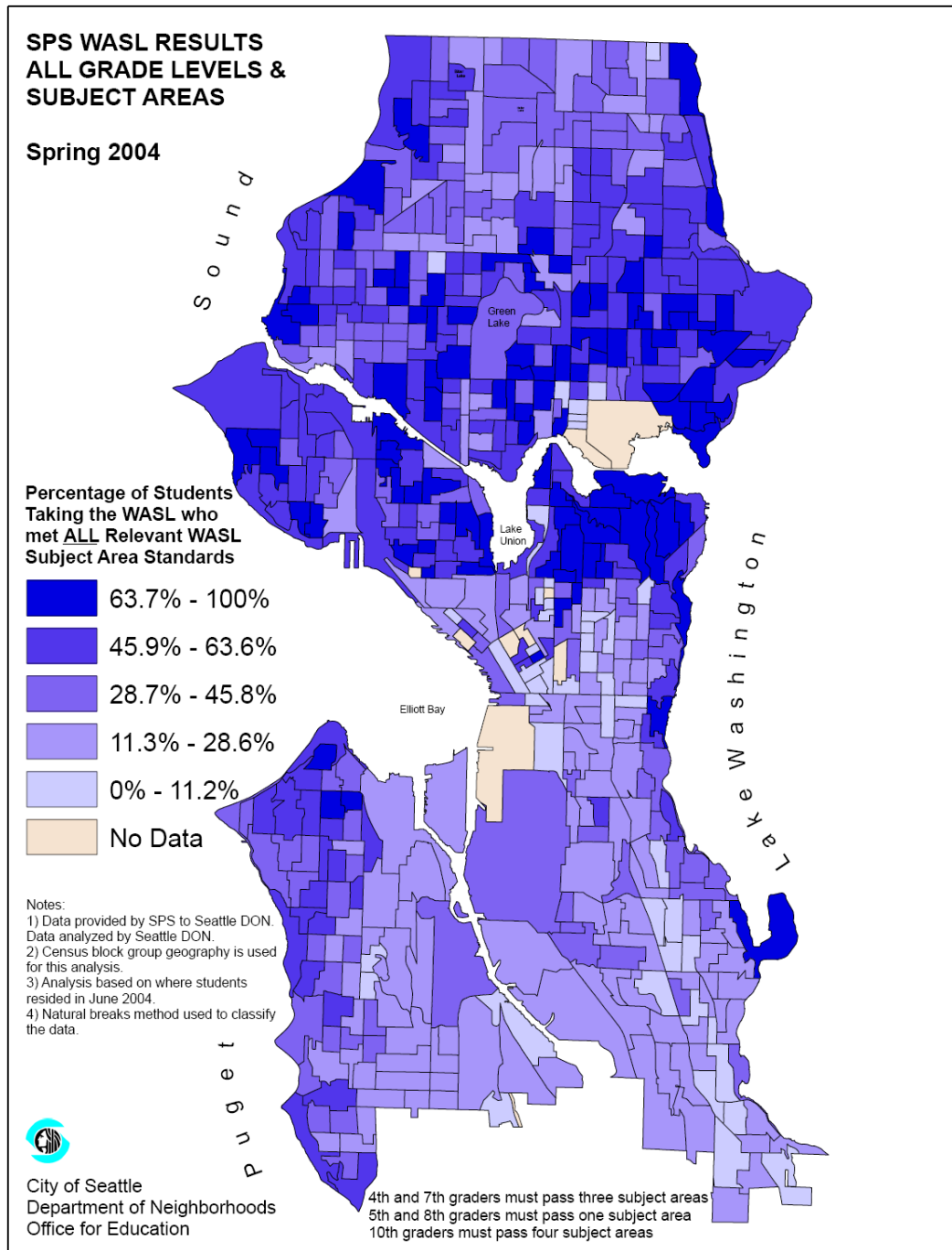
The Levy Oversight Committee (LOC) is the official oversight body of the FEL. The role of the LOC is to oversee Levy investments, make recommendations on program implementation, and advise the City on course-corrections to take if programs are not making progress towards their outcomes. The 2004 FEL expanded the LOC from seven to twelve members. They include the Mayor (represented by the Deputy Mayor), Seattle Public Schools Superintendent, Chair of the City Council Education Committee, one School Board member, and eight citizens.

## **Targeted Areas of Investment**

In order to make the greatest impact on students who are most academically challenged, the 2004 FEL targets many investments geographically in areas of the City with the highest concentrations of academic need and poverty. These areas are mainly Southeast and Southwest Seattle, shown by the maps on the following pages.

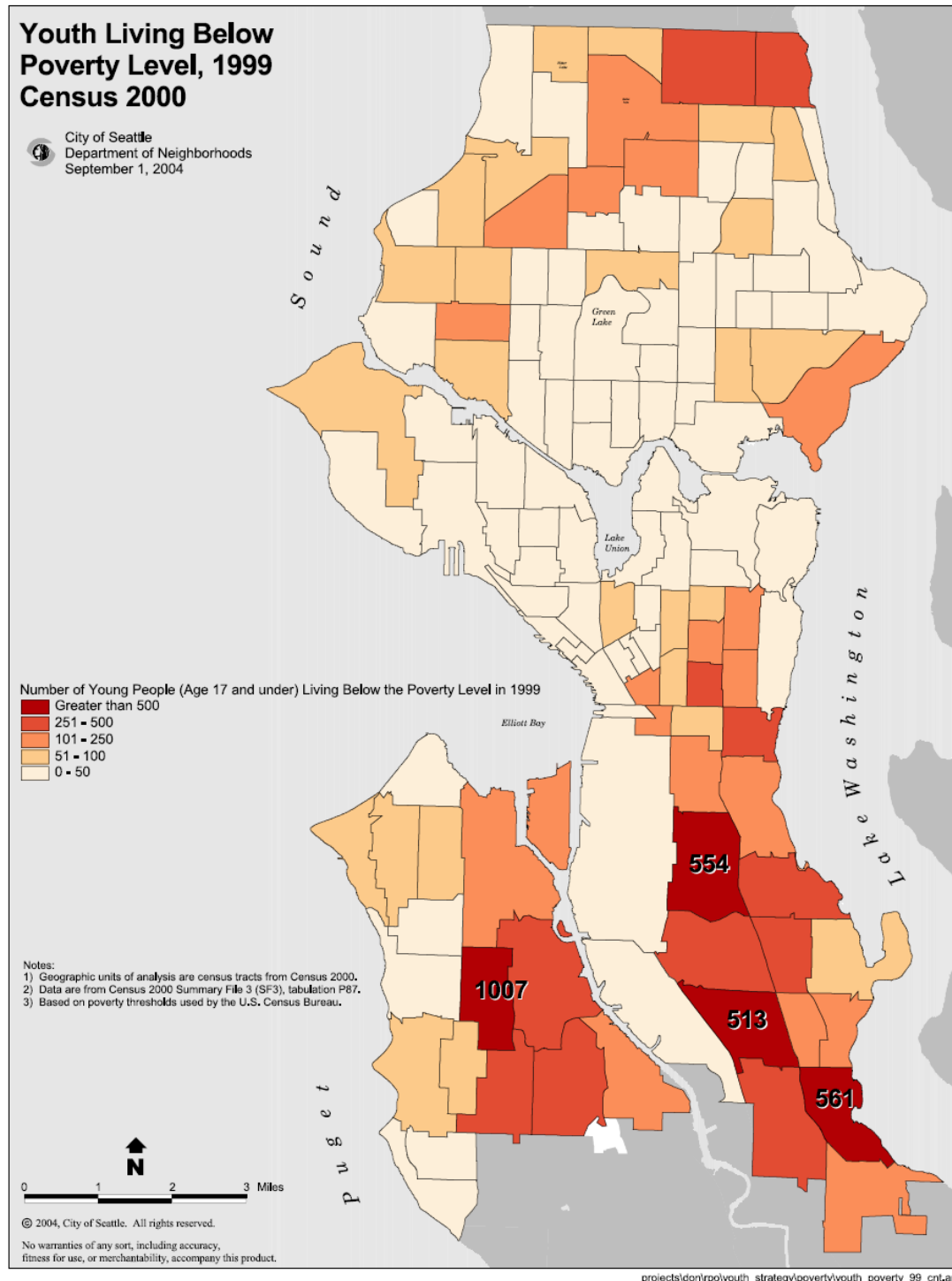
## Map of WASL Scores

The map on this page shows students' Washington Assessment of Student Learning (WASL) scores by location of residence. The darker areas of the map represent greater concentrations of students who passed all four sections of the WASL in 2004. Clearly, there is great academic need in Central, Southeast and Southwest Seattle. There are dramatic differences in academic performance between students living in these areas and students living in North Seattle.



## Children in Poverty

The next map shows concentrations of youth living below the poverty level across the City. Data are from the 2000 Census. The data follow the same pattern as the academic need in the previous map; there are greater concentrations of poverty in Southeast and Southwest Seattle.



### **Outcomes for the 2004 Families and Education Levy**

In developing the policy framework for the 2004 FEL, the Levy Oversight Committee identified three overarching outcomes:

- **School Readiness** (measured by the DIAL-3 kindergarten readiness assessment and the Developmental Reading Assessment);
- **Academic Achievement** (measured by the Washington Assessment of Student Learning [WASL], the state's standard assessment); and
- **Reduced Dropout Rate/Increased Graduation Rate** (measured by the annual dropout rate and the cohort graduation rate)

All FEL programs contribute to at least one of the above outcomes.

### **Targets for the 2004 Families and Education Levy**

For each program, the City set specific numeric "targets" (or goals) to meet the Levy outcomes. For example, the preschool program has committed to ensuring 182 four-year-olds (out of 280 served in the 2005-06 school year) will be ready for kindergarten in fall 2006, as measured by the DIAL-3 kindergarten readiness assessment.

Levy programs are designed to help students achieve academically who would not otherwise have achieved. Therefore, all targets represent additional gains above levels we would expect without the Levy investment.

The 2005-06 school year is the first year Levy programs have set specific targets using the outcome funding approach. Since the outcomes focus is new for the City, School District and community-based providers, program administrators opted to select relatively low targets for the first year, while agreeing to significantly increase targets with each year of the Levy.

### **Indicators for the 2004 Families and Education Levy**

In addition to the targets, each program will define indicators of progress toward its targets. Examples of indicators include:

- Students progressing on-time to the next grade level
- Students improving attendance
- Reductions in student disciplinary actions
- Three- and four-year-olds who meet developmental standards
- Trends in key health indicators that impact academic performance including chronic conditions, births to teens and immunizations
- Families attending parent/teacher conferences and other school events

## Baselines for the 2004 Families and Education Levy

The purpose of this report is to show the baselines from which FEL targets will be measured. As will be described in this report, program administrators are already tracking students' progress toward FEL outcomes. This report will cover the baselines, or starting points, from which we aim to improve. A mid-year report showing interim progress toward the City's outcomes will be issued in April 2006. The interim report will show students' progress on the indicators of success. Finally, an annual report will be issued in December 2006, reporting on first-year outcomes for all programs.

For each investment area, this report will compare the 2005-06 targets for school readiness, academic achievement and reduced dropout rate/increased graduation rate to the actual baselines for students in Levy programs. This will show how close or far students are from the targets at the beginning of the Levy. Targets were estimated before students enrolled in any FEL programs; targets may need to be adjusted based on first-year results. This report shows that in some cases, students appear to be exceeding their targets from the beginning, and in other cases, students have a long way to go to meet their targets.

### Investment Areas: Detail

This report will next describe the five FEL investment areas<sup>2</sup> in more detail, including: the specific **program elements**, **targets** and **baselines** from which programs will measure student progress; **enrollment data**; **indicators** programs are using to measure progress toward targets; **geographic locations** of FEL investments; detailed **budgets**; and, the **next steps** required for full implementation.

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<sup>2</sup> Detail is not provided on the Crossing Guards investment area.

## Early Learning: Detail

Early Learning investments include:

- Preschool for four-year-olds, and subsidies for child care for the time they are not in preschool;
- Preschool-to-kindergarten transition support;
- Home visits to young children and their parents to increase literacy skills;
- Training for early learning teachers; and
- Increased compensation for early learning teachers.

### Description

The 2004 Families and Education Levy significantly increased the City's investment in early learning. More importantly, the Levy strengthened the focus on *school readiness* as an outcome for these investments. Preschool investments were selected for the FEL because research shows they have strong potential to increase the number of children who are ready for kindergarten, particularly low-income children. Kindergarten readiness is the City's strategy for reducing the achievement gap early in children's lives.

### Targets

Investments in Early Learning will contribute toward the city-wide targets for **School Readiness and Academic Achievement**. School readiness will be measured by the DIAL-3 kindergarten readiness assessment upon kindergarten entry and academic achievement will be measured by the Developmental Reading Assessment (DRA) in 2<sup>nd</sup> grade. Following are the targets for the Early Learning investments:

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Children entering kindergarten that were served by network preschools as four-year olds. <sup>1</sup>	280	420	560	700	700	700	700
# and % school ready <sup>2</sup>	182 / 65%	315 / 75%	476 / 85%	600 / 85%	600 / 85%	600 / 85%	600 / 85%
# and % who meet the DRA reading standard in 2 <sup>nd</sup> grade (of those still enrolled in Seattle Public Schools) <sup>3</sup>			97 / 70%	175 / 73%	279 / 77%	351 / 77%	351 / 77%
Two- and three-year-olds served by the ELN <sup>4</sup>	202	302	402	503	503	503	503
# and % who meet developmental standards	131 / 64%	226 / 73%	342 / 85%	427 / 85%	427 / 85%	427 / 85%	427 / 85%

<sup>1</sup> of approximately 1,600 five-year-olds from the primary population within the ELN neighborhoods

<sup>2</sup> The Oklahoma pre-K program showed test score gains of 16% for four-year-olds, with much higher gains for Hispanic and African American youth (54% and 17%, respectively). While we do not have a Seattle baseline of kindergarten readiness, we estimate the 85% target is a stretch, but achievable. The Levy will use the DIAL-3 kindergarten readiness assessment.

<sup>3</sup> The current 2<sup>nd</sup> grade DRA baseline is 63% (in 2004). The rate for low-income students is 47%.

Approximately 76% of children entering SPS kindergarten are still in SPS schools at grade 2.

<sup>4</sup> of approximately 3,300 three- and four-year-olds from the primary population within the ELN neighborhoods

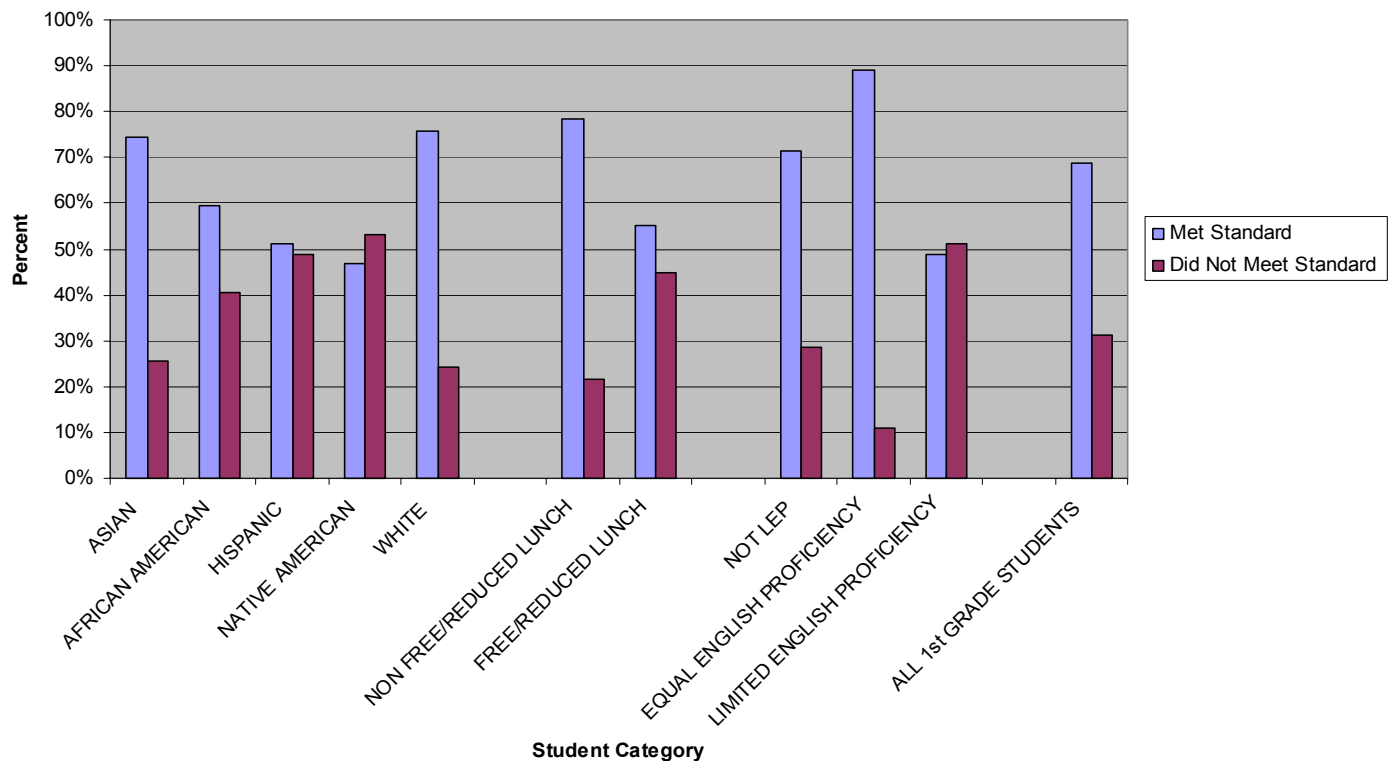
Targets will be updated annually based on interim results.

### Baseline

At the time the 2004 FEL was developed, the Seattle School District did not have an agreed-upon school readiness measure. As part of the Partnership Agreement signed by the District and City, the District agreed to pilot the DIAL-3 kindergarten readiness assessment, having kindergarten teachers administer this assessment in the beginning of the 2005-06 school year in order to establish a baseline. The District and City collaboratively selected this assessment in 2005. Kindergarten teachers attended a training on the DIAL-3 in the fall of 2005 but did not administer the pilot; a baseline was not established at the beginning of the school year.

As a proxy for school readiness, the City will analyze scores from the 1st grade DRA for the purposes of this report. The following graph shows spring 2005 1st-grade DRA scores for all students. Nearly 70 percent of all 1st grade students met the DRA standard.

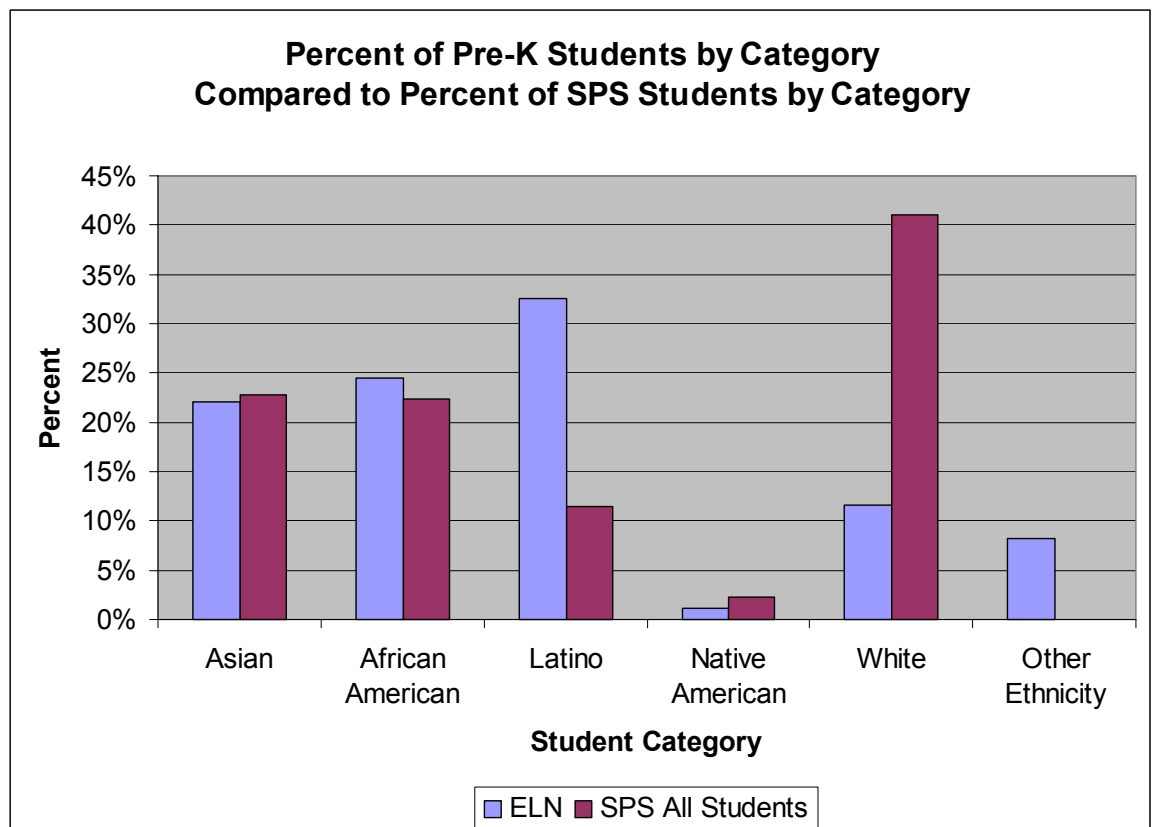
**1st Grade Developmental Reading Assessment Results -  
All Students**





### ***Enrollment***

The following chart shows the characteristics of students enrolled in the Early Learning Network so far. Each bar on the chart shows the percentage of ELN children who represent a characteristic compared to a bar showing the percentage of Seattle Public Schools students who represent the same characteristic. Clearly, the pre-K program is serving greater percentages of African American and Latino children than are in the overall public school population.



### ***Indicators***

Indicators to be tracked by Early Learning investments as measures of progress toward the early learning targets include:

- The number and percent of pre-K students meeting developmental standards of learning
- The number and percent of early learning classrooms receiving high classroom assessment scores
- The number of families receiving home visits

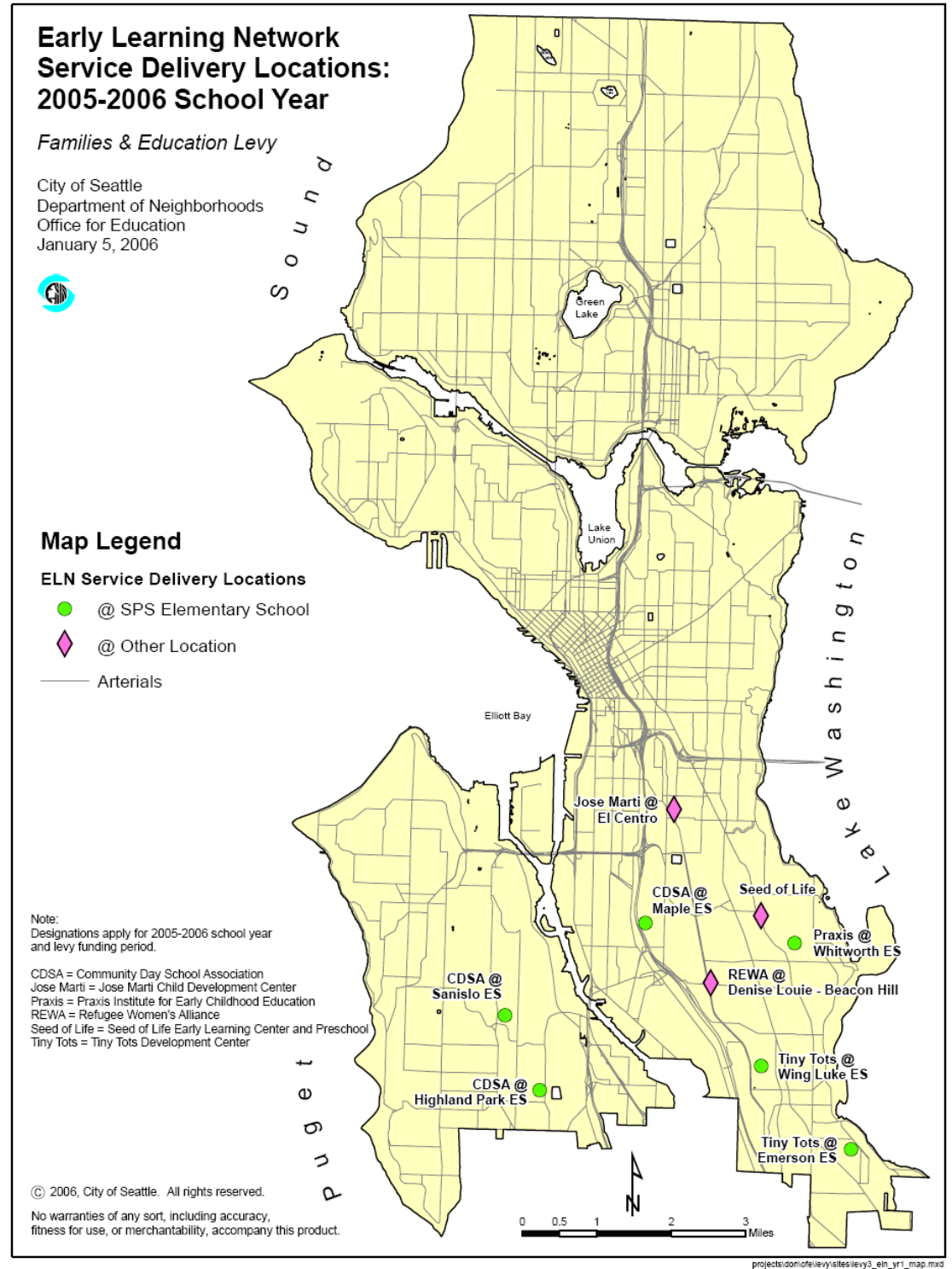
**Implementation Schedule**

The following table shows the implementation status of each Early Learning program.

Early Learning Program	Implementation Status
Preschool for four-year-olds	The pre-K programs for 2005-06 have all opened as of January 2006. The pre-K program will increase the number of four-year-olds served every year until 2009, when it will serve 700 children per year and ensure 85% of those children are school-ready. The program plans to remain at this level through 2012.
Preschool-kindergarten transition	2006-07 kindergarten enrollment has begun.
Parent-Child Home Visits	Home visits will begin in February 2006.
Teacher Training	On-site coaching at pre-K sites begins in January 2006.
Compensation Project	Workplan still under development; will likely begin in spring 2006.

### Map of Early Learning Investments Across Seattle

The following map shows the geographic locations of all Early Learning investments across the City. All investments are in Southeast and Southwest Seattle.



**Budget**

The chart below shows the detailed budget for each Early Learning investment for 2005 and 2006. Budgets for years beyond 2006 are planned but have not yet been adopted by the City Council.

<b>Early Learning Budget</b>	<b>2005</b>	<b>2006</b>
	<b>Revised</b>	<b>Adopted</b>
Pre-Kindergarten	\$ 838,410	\$ 1,648,520
Professional Development for Early Learning Teachers	\$ 74,477	\$ 160,985
Pre-Kindergarten Child Care Subsidies	\$ 89,600	\$ 270,000
Kindergarten Transition	\$ 35,000	\$ 74,000
Home Visits	\$ 43,542	\$ 93,750
Compensation Program for Early Learning Teachers	\$ 65,951	\$ 137,159
Administration	\$ 94,003	\$ 203,189
<b>TOTAL:</b>	<b>\$1,240,983</b>	<b>\$ 2,587,603</b>

**Next Steps**

The Early Learning programs will continue this winter with implementation and ramp-up. By spring 2006, all Early Learning investments will be underway. The pre-K program will expand, particularly in Southwest Seattle, continuing to increase the number of four-year-olds who are served and become school-ready each year until 2009, when the program will be at full capacity. In addition, the City and School District will continue to work together to implement the DIAL-3 kindergarten readiness assessment.

### Family Support and Family Involvement Detail

The FEL invests in two strategies focused on the family's role in helping students to achieve academically: **Family Support** and **Family Involvement**. Both strategies are aimed at improving academic achievement.

For **Family Support**, the Levy invests in students and their families through Family Support Workers (FSWs) in elementary schools. FSWs work directly with high-need students in order to engage their families in academic achievement. FSWs work as part of a team with other school staff, such as teachers and school counselors, who refer academically at-risk students to the program. FSWs also refer students and families to other community resources in order to meet basic needs during times of family crisis. Under the new Families and Education Levy, Family Support Workers are deployed to "focus" schools that have high numbers or percentages of high-need students.

The Levy invests in **Family Involvement** as a strategy to help parents be strong partners in improving their children's academic achievement. The 2004 Levy invests in both school-based and community-based family involvement. In the past, the Levy focused only on school-based involvement. During development of the 2004 FEL, the City heard from the community that both types of family involvement were needed in order to reach all students, particularly immigrant and refugee families. Therefore, community-based family involvement investments were added to the Levy.

#### Targets

Investments in Family Support and Family Involvement will contribute toward the city-wide targets for **Academic Achievement and Reduction of the Academic Achievement Gap**. This outcome will be measured using the Washington Assessment of Student Learning (WASL) and Developmental Reading Assessment (DRA). The following chart shows the targets for this investment area throughout the life of the Levy.

	2006	2007	2008	2009	2010	2011	2012
# of students served	2,200	2,540	3,150	3,450	3,475	3,500	3,500
# and % of students who pass the WASL in reading and math or meet the Developmental Reading Assessment (DRA) standards for their grade level	176 / 8%	305 / 12%	630 / 20%	863 / 25%	1043 / 30%	1225 / 35%	1400 / 40%
<ul style="list-style-type: none"> <li>Assumes community-based family involvement will ramp up over three years.</li> <li>Assumes it will take three years for coordination/referral teams to be fully functional and for changes to Family Support program to become institutionalized.</li> <li>Approximately 60% of elementary school students currently pass the WASL in reading and math. Lowest performing schools (13 schools) have an average of less than 25%.</li> <li>Approximately 63% of 2<sup>nd</sup> grade students currently meet the DRA standard (the rate is 47% for low-income children). Lowest performing schools (13 schools) have an average of 22%.</li> </ul>							

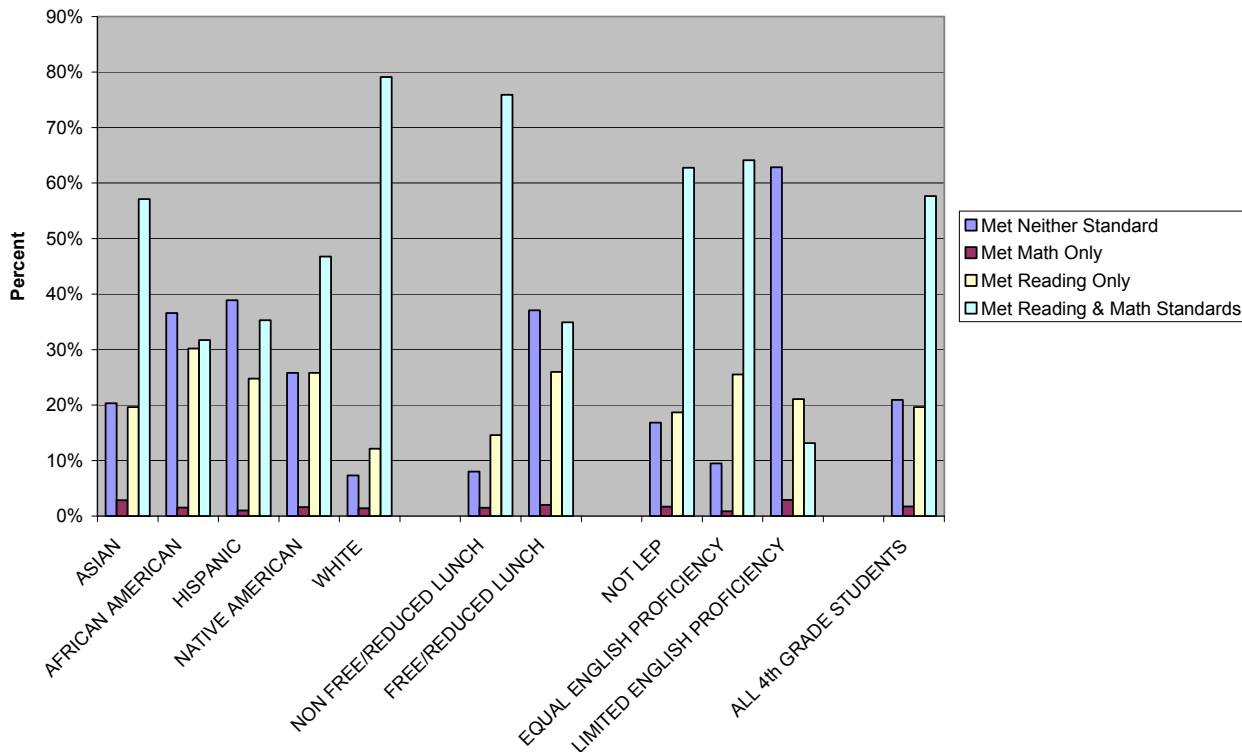
Targets will be updated annually based on interim results.

## Baselines

### Academic Achievement – All 4<sup>th</sup> Grade Students

Below is the 4<sup>th</sup> grade WASL baseline for all elementary school students in the Seattle Public Schools in the 2004-05 school year. Out of all 4<sup>th</sup> grade students, 58 percent met both the reading and math standard, and 21 percent met neither standard. The percentages of students meeting both WASL standards are much lower for students who are Limited English Proficient (13 percent), African American (32 percent) and Hispanic (35 percent).

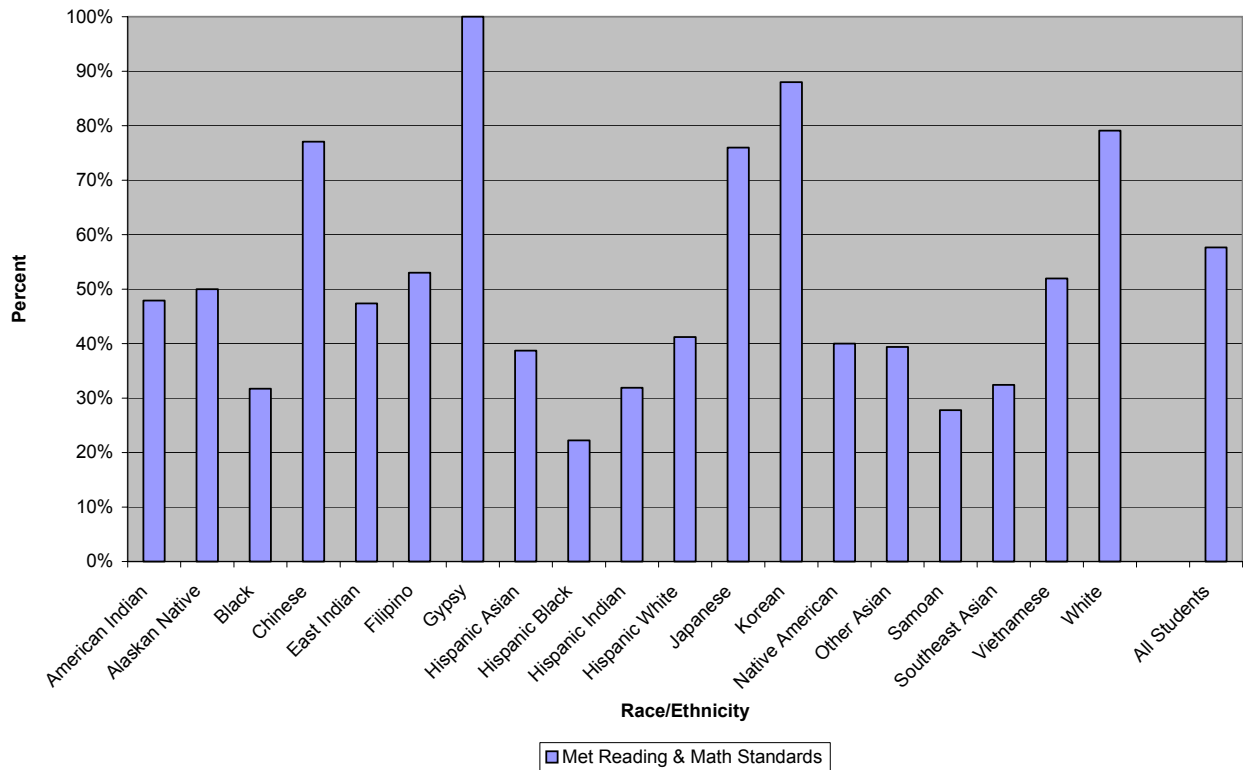
4th Grade Math and Reading WASL Results - All Students



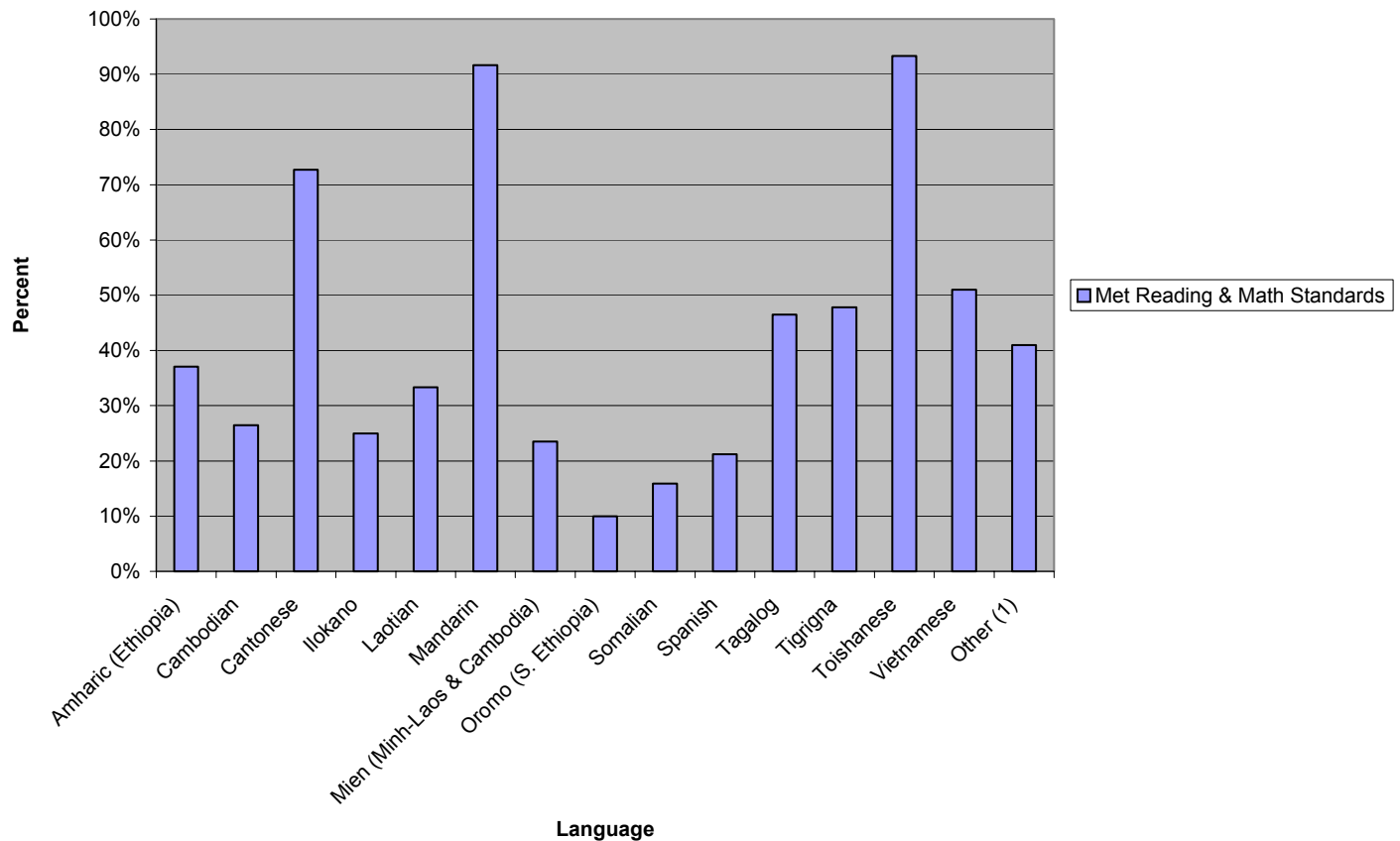
The graph on the following page shows the 4<sup>th</sup> grade WASL baseline for all elementary school students, with 19 detailed ethnicity categories used by Seattle Public Schools. The graph shows the percentage of students in each detailed category who passed the 4<sup>th</sup> grade WASL standards in both reading and math in 2004-05.<sup>3</sup> As evidenced by this graph, student performance varies within each of the five larger ethnic categories shown above. For example, while 33 percent of Hispanic students met both WASL standards as shown in the graph above, only 22 percent of Hispanic Black students met both standards as shown on the next page.

<sup>3</sup> Due to privacy laws, the City cannot report on numbers of student groups containing fewer than 10 students. Therefore, reporting in this document on detailed ethnicity, home language and country of origin are in percentages of student groups rather than numbers.

4th Grade Math and Reading WASL Results by Detailed Race/Ethnicity



The graph on the following page shows the percentages of all 4<sup>th</sup> grade students who met the WASL standards in math and reading by language spoken at home. This measure can serve as a proxy for students who may be from immigrant or refugee families. Ten percent of students who speak Oromo – an Ethiopian language – in their homes met the math and reading standards. This graph does not show students' English language proficiencies.

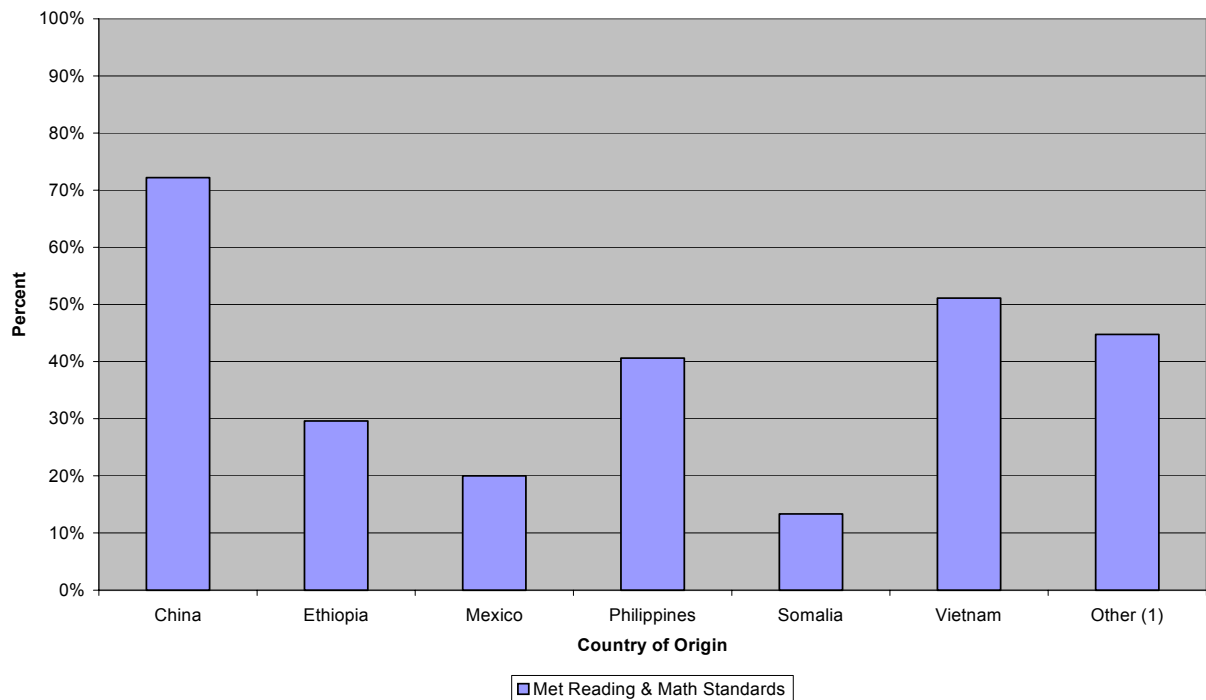
**4th Grade WASL Math and Reading Results by Language Spoken at Home**

(1) Includes languages where there were fewer than 10 students

The next graph shows the percentages of all 4<sup>th</sup> grade students who met both the reading and math standards by country of origin, for students who were born outside of the United States. For many countries, there are fewer than 10 students who took the WASL in 4<sup>th</sup> grade. These students are shown in the “other” category for privacy purposes. For most students, the percent who met both WASL standards is lower than the percent of all 4<sup>th</sup> grade students who met both WASL standards. In particular, 20 percent of students born in Somalia and 20 percent of students born in Mexico met the standards. This is compared to 58 percent of all 4<sup>th</sup> grade students who met the standards.



**4th Grade Math and Reading WASL Results by Country of Origin For Students Born Outside the U.S.**



*(1) Includes countries where there were fewer than 10 students*

### **Academic Achievement – Family Support Worker Students**

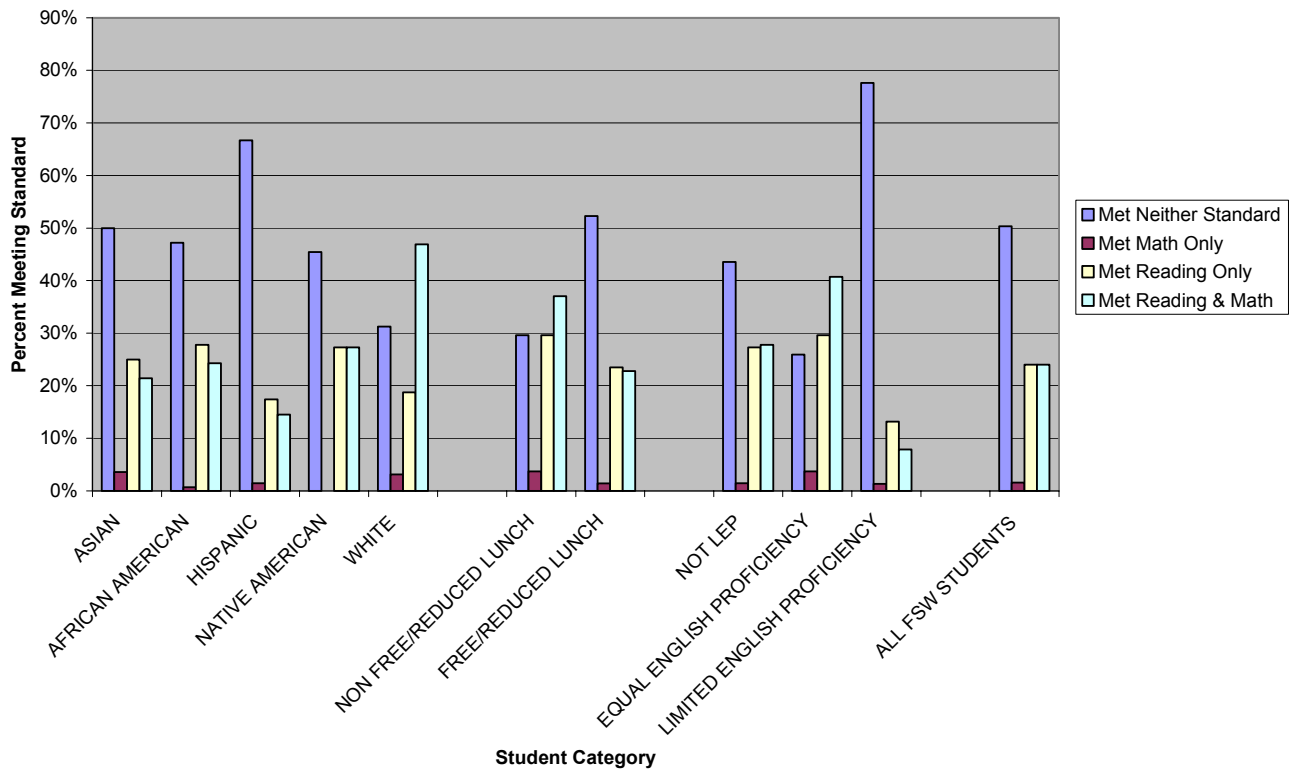
Next, this report shows the 4<sup>th</sup> grade WASL baseline for students in the Family Support Worker (FSW) program. The data represent 4<sup>th</sup> grade WASL scores from students who took the 4<sup>th</sup> grade WASL in 2004-05 and who are now enrolled in the FSW program (i.e., this is sample data).

It is clear from this graph the FSW program targeted students who are more academically challenged than the average student. Only 24 percent of all FSW students who took the 4<sup>th</sup> grade WASL in 2004-05 met both the reading and math WASL standards, compared to 58 percent of all 4<sup>th</sup> grade students meeting both standards in that year. Every student group in the graph – with the exception of white students and students who did not receive free and reduced-price lunch – had higher percentages of students meeting neither WASL standard than meeting one or both standards. In particular, 78 percent of Limited English Proficient (LEP) students, 67 percent of Hispanic students, and 52 percent of students receiving free and reduced-price lunch did not meet either WASL standard.

However, it should be noted the academic achievement baseline for all FSW students meeting both WASL standards (24 percent) exceeds the first-year target for the program (8 percent). All students and sub-groups in this sample have

already met or exceeded the target, ranging from 47 percent of white students to 8 percent of LEP students meeting both standards. This suggests the program target may be too low.

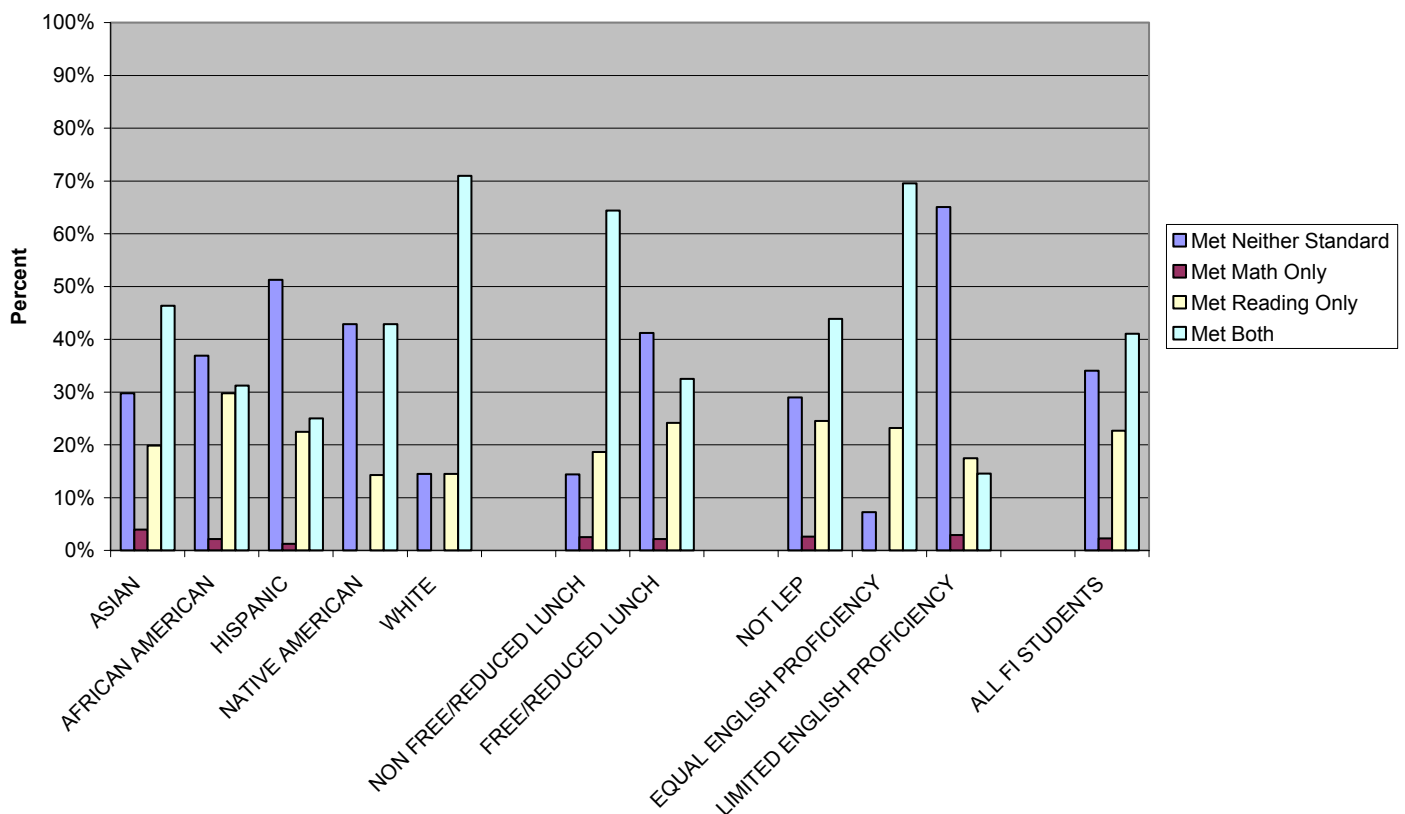
**4th Grade WASL Results for Students Receiving FSW Services**



### Academic Achievement – Students in Family Involvement Schools

The graph below shows the 4<sup>th</sup> grade WASL baseline from 2004-05 for students in schools receiving Levy-funded family involvement grants. It is clear this program invests in schools with students facing greater academic challenges than the average student. Out of all students in the family involvement schools, 41 percent met both the reading and math WASL standard, as compared to 58 percent of all students in the District.

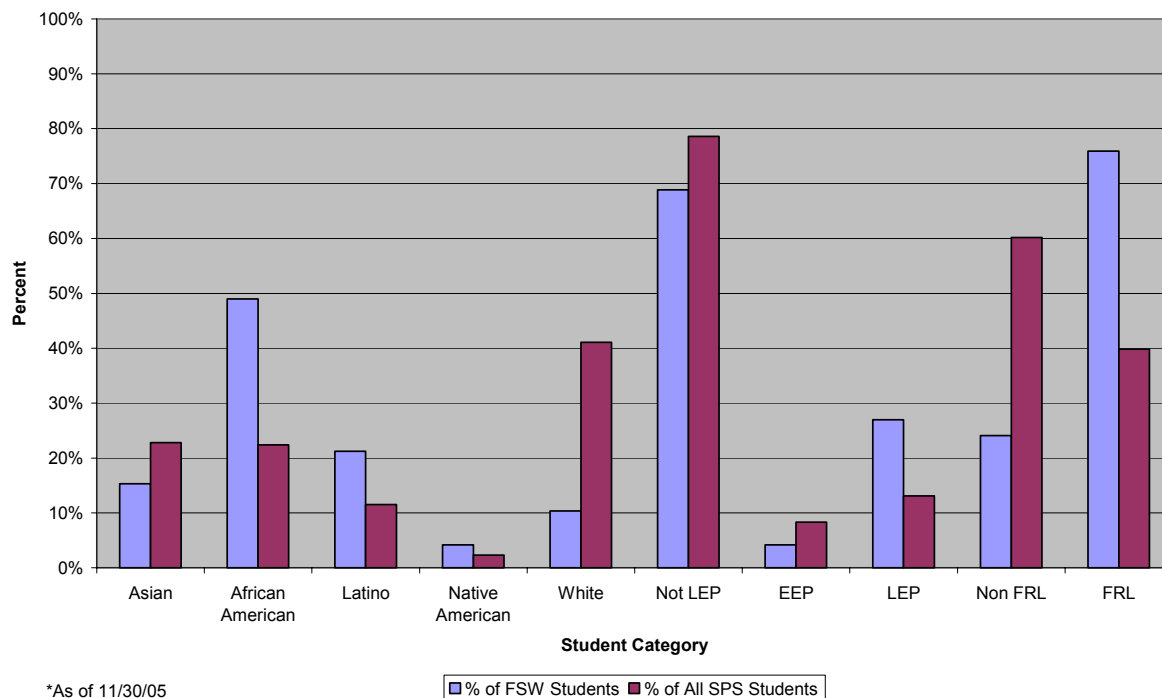
**4th Grade Math and Reading WASL Results -  
All Students in Schools with Family Involvement Grants**



### Enrollment

The following chart shows the ethnicities of students enrolled in the Family Support Worker program as of November 30. The chart compares the percentage of students in each category who receive Family Support with the percentage of students in each category in the overall public school population. The Family Support program clearly serves greater percentages of African American, Latino, Native American, LEP students and those who receive free and reduced-price lunch.

**Percent of Students Receiving Family Support Worker Services  
Compared to Percent of SPS Students by Student Category\***



***Indicators***

The following indicators will be tracked as evidence of progress toward meeting the Academic Achievement and Reduction of the Academic Achievement Gap targets, and will be disaggregated by ethnicity, English proficiency, race and income:

- Percent change in Math, Reading WASL scores
- Percent change in DRA scores
- Percent change in Average Number of Disciplinary Actions per Student
- Percent change in Average Attendance Rate
- Retention Rates
- Number of Times Parents are Involved

***Implementation Schedule*****Family Support Implementation**

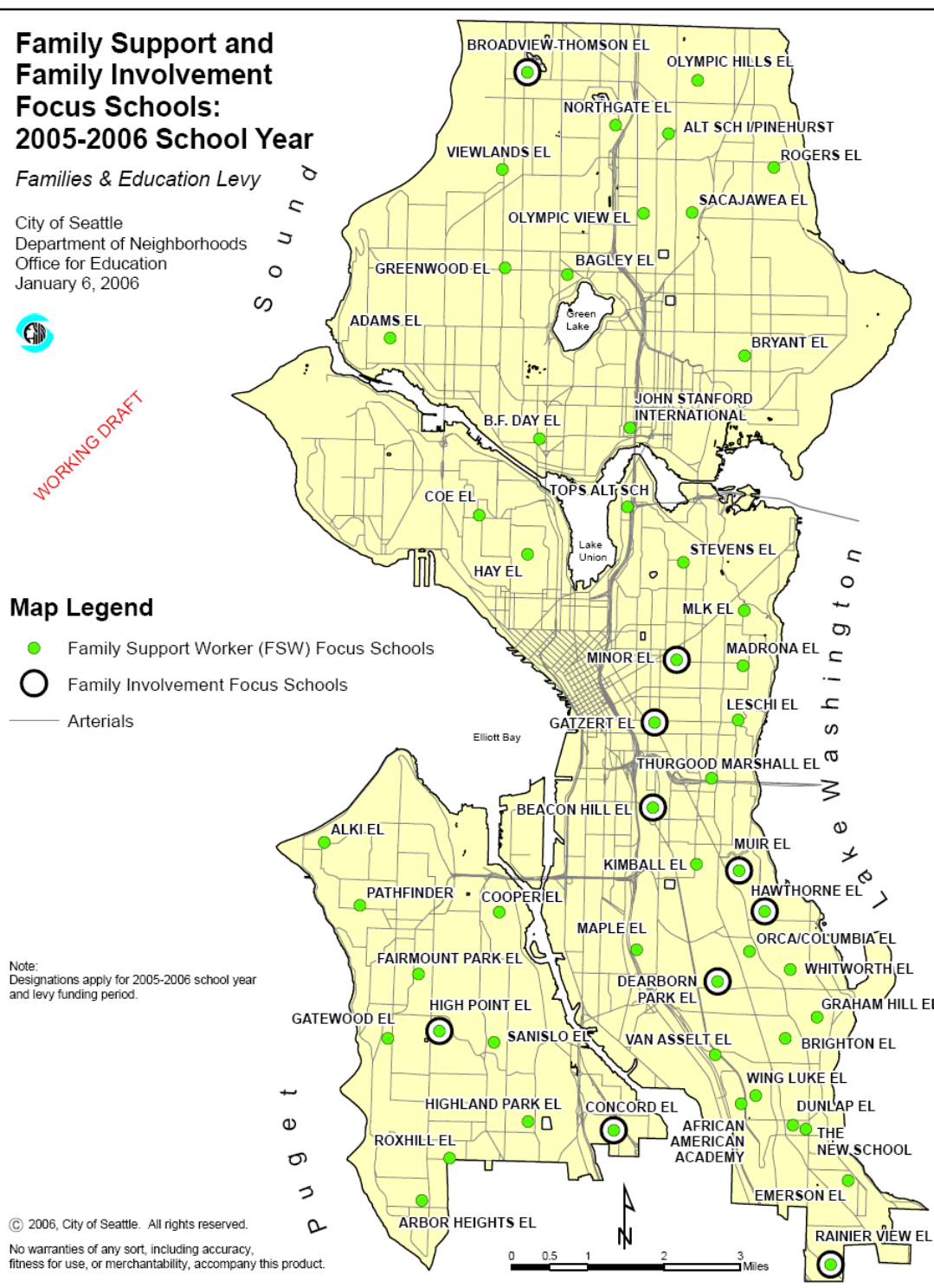
The Family Support program is underway in the School District's high-need elementary and K-8 schools. FSWs have significantly changed the nature of their work to focus in high-need schools and to work more intensively with fewer students, providing support that directly helps students achieve academically.

**Family Involvement Implementation**

The Family Involvement program has allocated school-based family involvement grants to ten elementary schools to engage parents in student academic achievement. In addition, the Community Family Involvement grant Request for Investments was released in December 2005. The community-based family involvement portion of this investment will be fully implemented in late February.

### Map of Investments Across Seattle

The following map shows all schools with FEL Family Support and/or Family Involvement programs. Although FSWs are deployed throughout the City, more FSWs are placed in schools in Southeast and Southwest Seattle. Similarly, most of the Family Involvement schools are in Central, Southeast and Southwest Seattle.



***Budget***

The following chart shows the detailed Levy budget for each of the Family Support and Family Involvement programs.

<b>Family Involvement/Family Support</b>	<b>2005</b>	<b>2006</b>
	<b>Revised</b>	<b>Adopted</b>
Family Support	\$ 768,229	\$ 2,359,513
Family Involvement Total	\$ 161,262	\$ 494,252
<b>TOTAL:</b>	<b>\$ 929,491</b>	<b>\$ 2,853,765</b>
Note: In 2005, \$80,631 was allocated for community-based family involvement, and \$80,631 was allocated for school-based family involvement. In 2006, \$247,126 will be allocated for community-based family involvement, and \$247,126 will be allocated for school-based family involvement.		

***Next Steps***

The Family Support and Family Involvement programs will continue to be implemented over the 2005-06 school year. The City and School District will continuously track indicators and outcomes to ensure students are improving academically.

## Out-of-School Time for Elementary and Middle School Students Detail

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### **Overview of Investments**

The Levy invests in two types of investments in Out-of-School Time (OST):

- **Community Learning Centers** in eight middle schools and four elementary schools.  
Using schools as a hub, CLCs provide a comprehensive set of services, activities and learning experiences that are culturally relevant and tailored to the needs of students and families. Services include homework and tutoring support focused on math and literacy, English as a Second Language instruction, project-based learning, technology activities and numerous other developmentally appropriate learning opportunities. Out-of-School Time activities at the selected sites are coordinated by teams of school staff to maximize learning by connecting after-school activities to the material students are learning during the school day. CLC programs engage families and provide community resource and referral information as well as parent and family activities during out-of-school time that promote academic achievement.
- Academically-focused **After-School Activities Programs (ASAP)** in non-CLC middle schools and K-8 schools.

In addition, the Levy invests in struggling middle school students through two Middle School Support programs:

- **Innovation Sites** in middle schools  
Innovation sites coordinate services to help students academically at four high-need middle schools (Denny, Aki Kurose, Mercer and Madison). School and program staff work in teams at Innovation Sites to identify academically at-risk students and provide them with tailored services to meet their needs. Services include school counseling, school nurses, School-Based Health Centers, tutoring, after-school programs, case management, and family involvement, among others. Instead of setting targets for each individual program, middle schools set whole-school targets for the total of all Levy investments they receive.
- **Linkage Sites** in middle schools that are not Innovation Sites  
Linkage Sites use the same individualized approach and provide services similar to Innovation Sites; however, they do so on a smaller scale.



**Targets**

The following chart shows the annual targets for Middle School Support and Out-of-School Time. Investments will contribute toward the city-wide targets for **Academic Achievement and Reduction of the Academic Achievement Gap.**

	2006	2007	2008	2009	2010	2011	2012
Middle school students served*	1,200	2,000	3,000	3,500	3,500	3,500	3,500
# and % who pass the WASL in reading and math	84 / 7%	175 / 9%	396 / 13%	578 / 17%	718 / 21%	910 / 26%	1,120 / 32%
Elementary students served**	200	275	375	475	575	575	575
# and % who pass the WASL in reading and math	14 / 7%	25 / 9%	49 / 13%	81 / 17%	121 / 21%	150 / 26%	184 / 32%
* At ten middle schools through MSS programs, middle school Community Learning Centers (CLCs), and ASAP							
**At four elementary CLC sites							

Targets will be updated annually based on interim results.

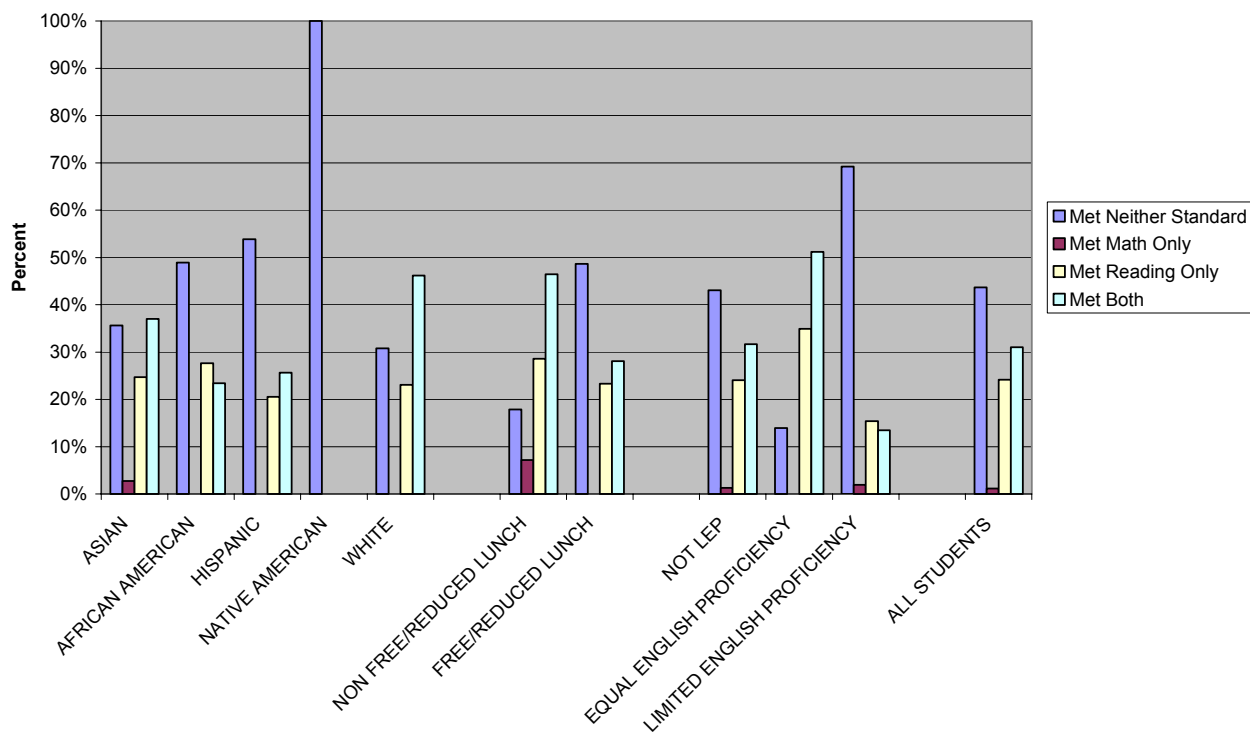
As a subset of the overall targets above, each of the four Innovation Site schools – Denny, Aki Kurose, Mercer and Madison – has set whole-school targets of 14 students per school out of 200 (7 percent) achieving academically as measured by the WASL.

## Baselines

### Elementary Academic Achievement – Elementary Schools with OST

The graph below shows the 2004-05 4<sup>th</sup> grade WASL baseline for students attending the four elementary schools with Levy-funded Community Learning Centers (CLCs). Academic data for specific students enrolled in CLCs are not yet available. Out of all students in the elementary CLC schools' sample baseline, 31 percent met both the reading and math WASL standards in 2004-05. For African American, Hispanic and LEP students, the percentages were lower: 23 percent, 26 percent, and 13 percent, respectively.

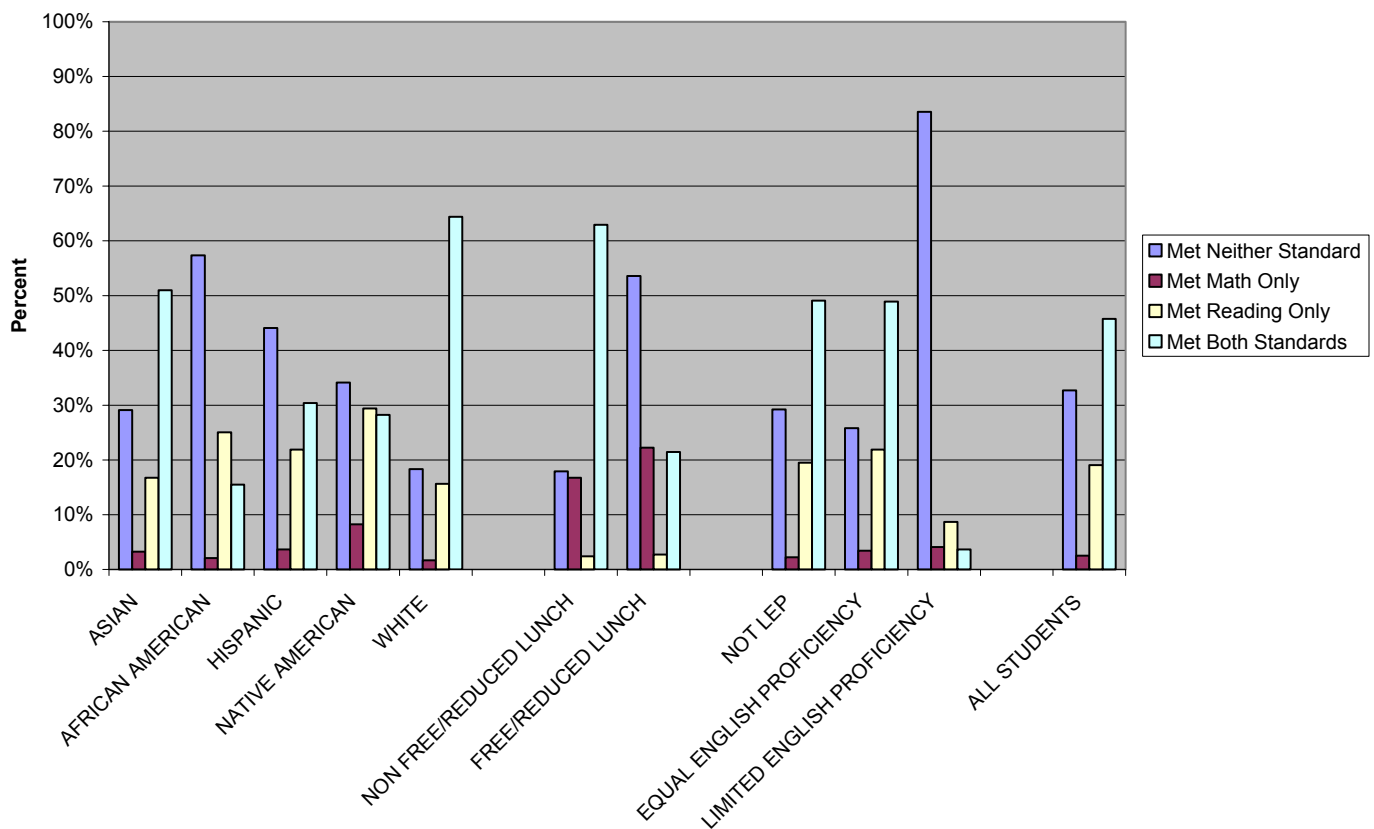
**4th Grade Math and Reading WASL Results -  
All Students in Schools with Levy Funded Elementary Community Learning Centers**



### Middle School Academic Achievement – All 7<sup>th</sup> Grade Students

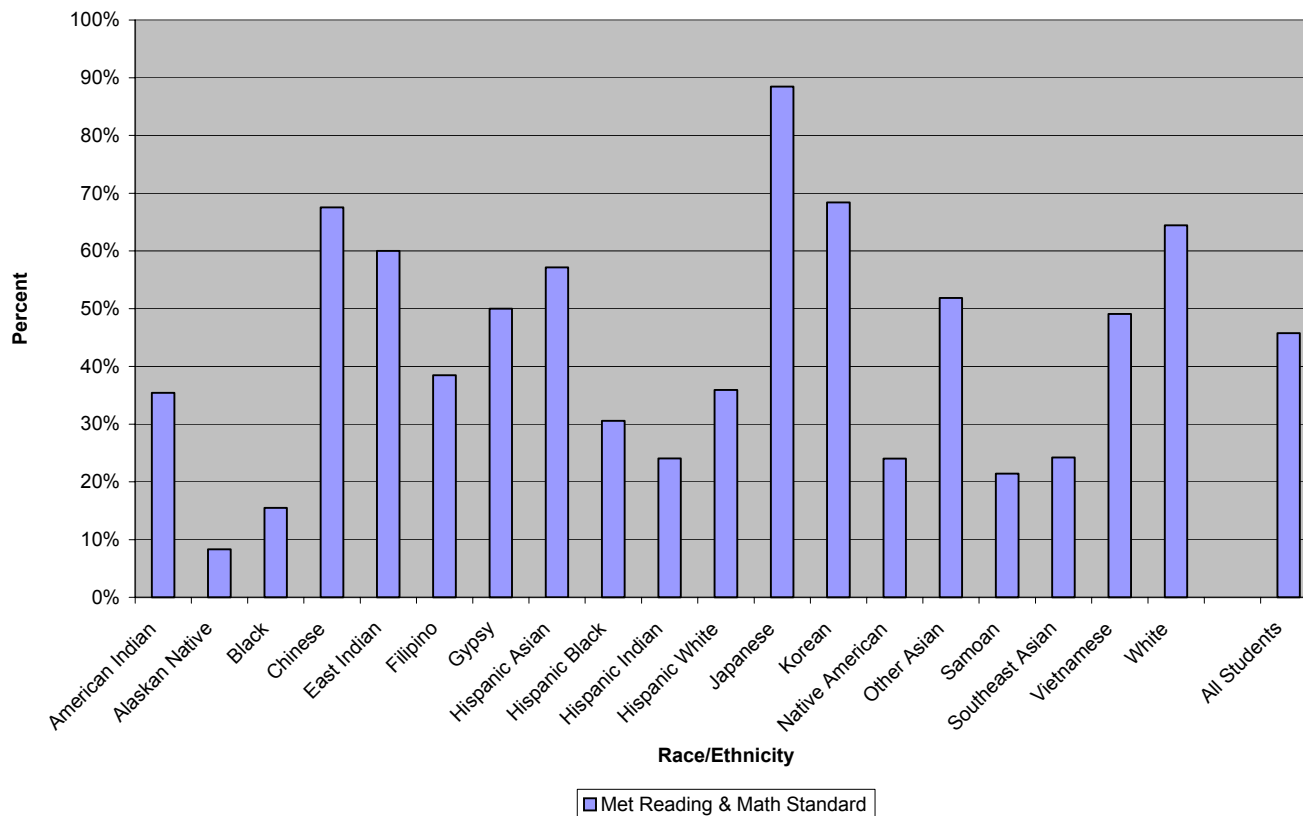
The following graph shows the 7<sup>th</sup> grade academic achievement baseline for students who took the WASL in 2004-05. Out of all 7<sup>th</sup> grade students last year, 46 percent met both the reading and math WASL standards. Overall, achievement among 7<sup>th</sup> grade students is lower than achievement for 4<sup>th</sup> grade students – 58 percent of 4<sup>th</sup> grade students met both standards. Thirty-three percent of all 7<sup>th</sup> grade students met neither WASL standard. The percentages are much worse for students of color and those who are LEP. Only 4 percent of LEP students, and 15 percent of African American students, met both standards.

7th Grade Math and Reading WASL Results - All Students



The graph below shows 2004-05 WASL scores for 7<sup>th</sup> grade students by detailed ethnicity. The graph shows the percentage of students in each of the 19 ethnic groups reported by School District who met both the reading and math WASL standards. Although 51 percent of Asian students met both WASL standards as shown on the graph above, the graph on the next page shows 68 percent of Chinese students and 38 percent of Filipino students met the standards.

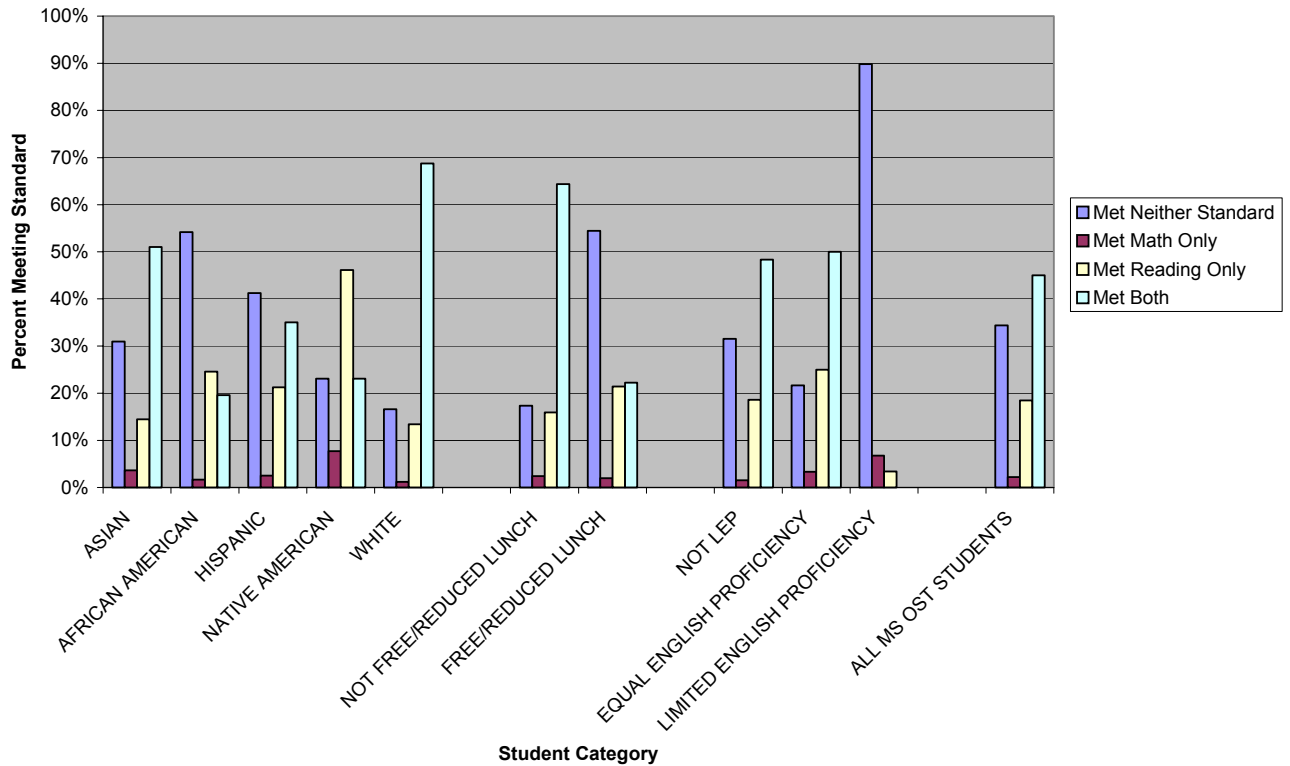
**7th Grade Math and Reading WASL Results by Detailed Race/Ethnicity**



### **Middle School Academic Achievement – Students in OST**

The following graph shows the 7<sup>th</sup> grade baseline for middle school students participating in the OST program. These data represent WASL scores for students who currently participate in OST and who took the WASL in 2004-05 as 7<sup>th</sup> grade students. Out of all middle school students participating in the program who took the WASL in 2004-05, 45 percent met both the reading and math standards. This is compared to 46 percent of all 7<sup>th</sup> grade students meeting both standards. However, in closely analyzing scores for different groups of students, there are clear disparities in achievement. For example, 54 percent of African American students and 54 percent of students receiving free and reduced-price lunch met neither standard.

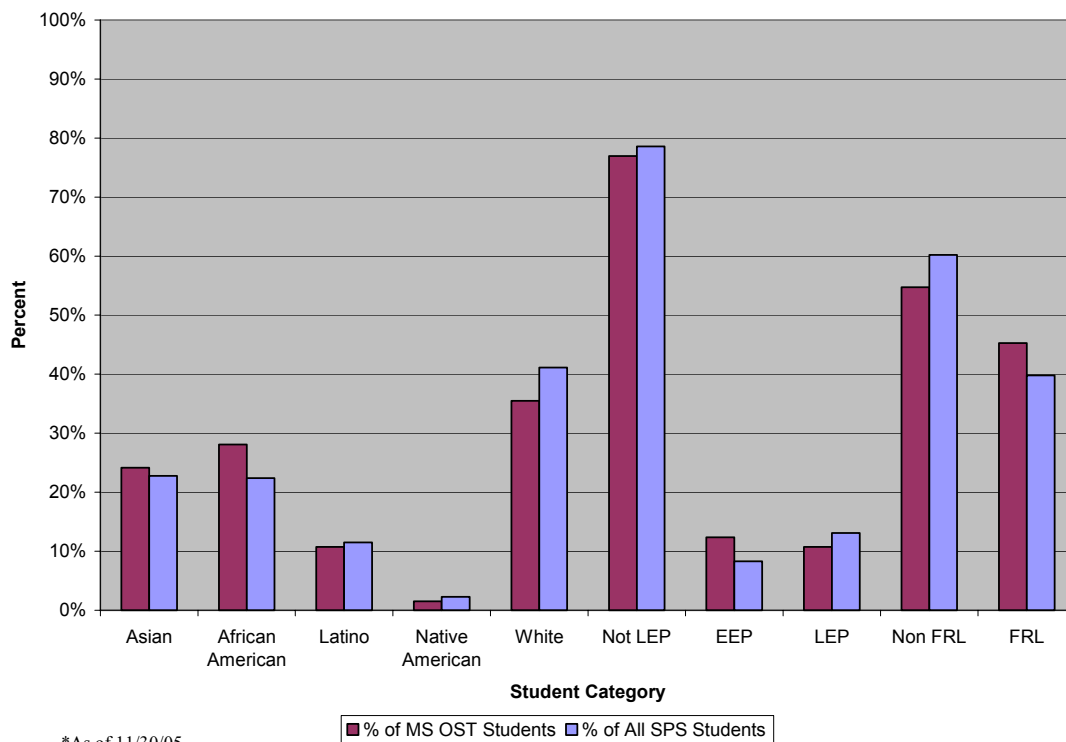
### 7th Grade WASL Results for Students Participating in Out of School Time Programs



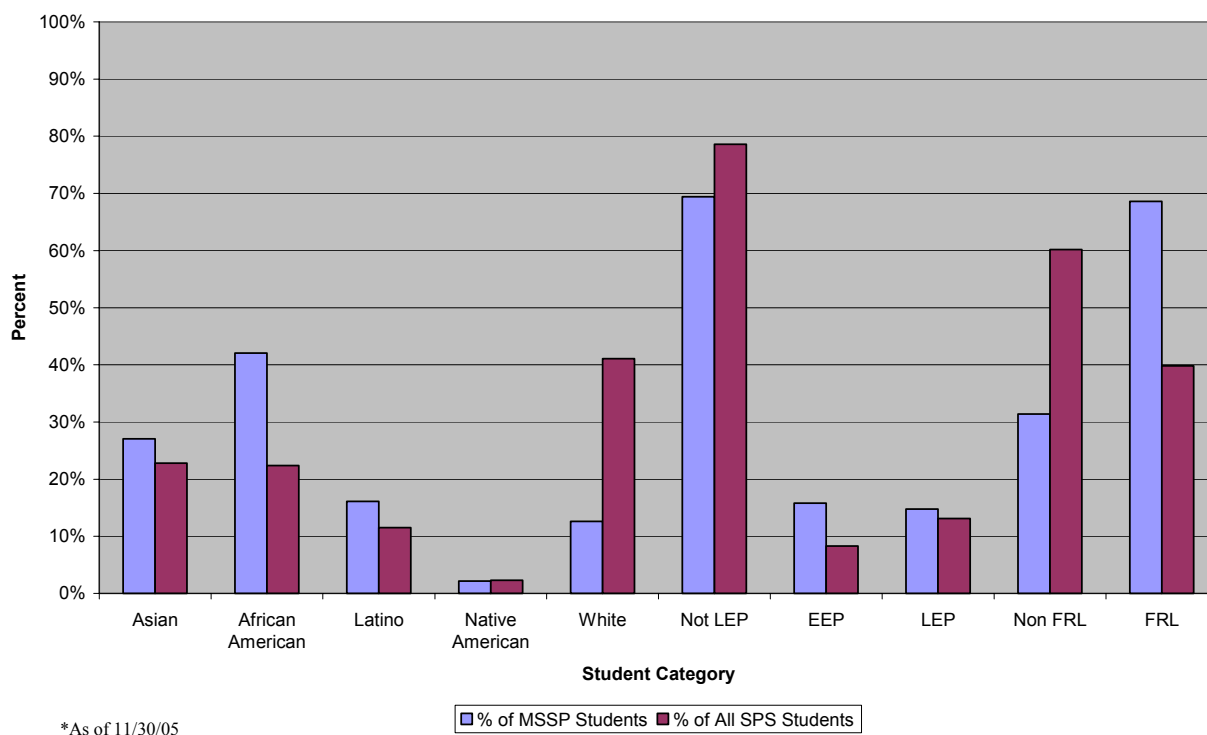
### Enrollment

The charts on the next two pages show enrollment data for middle school students participating in Out-of-School Time, Middle School Support and Innovation Sites through November 30, 2005. All programs, particularly Middle School Support and Innovation Sites, are serving greater percentages of students of color, students who are LEP and students who are living in low-income families than the overall public school population.

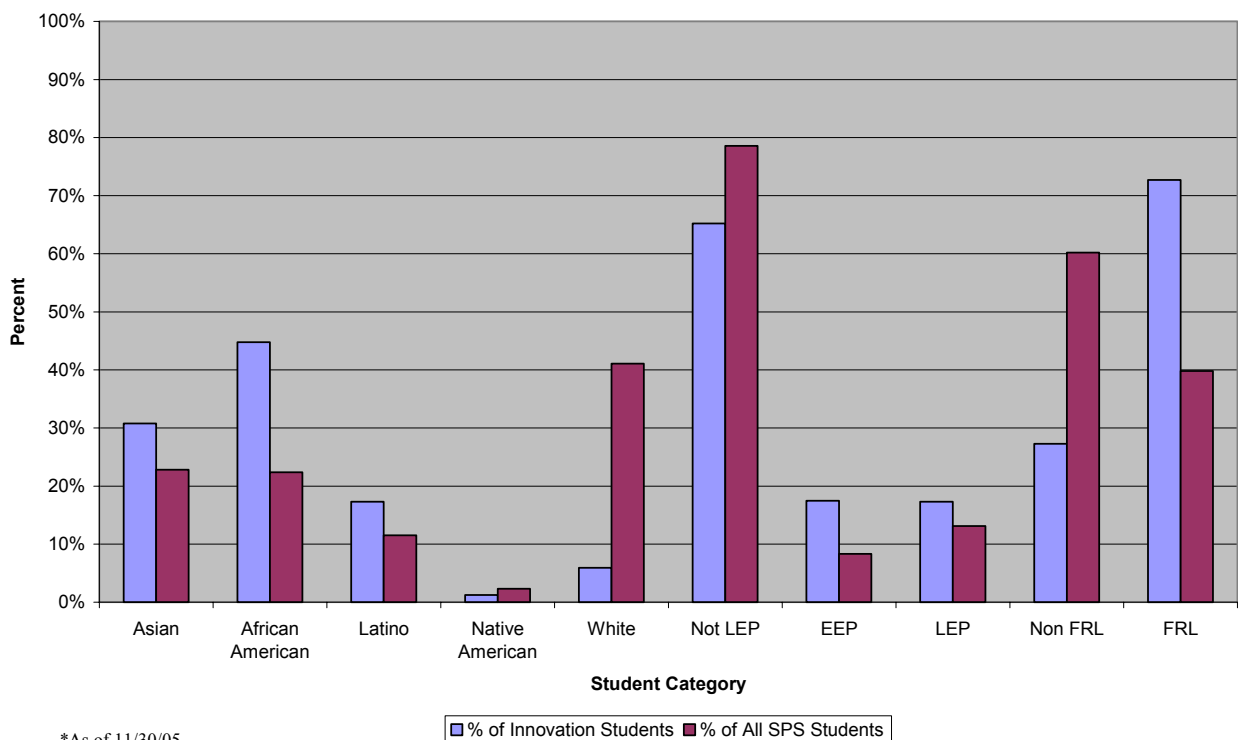
**Percent of Students Participating in Middle School Out of School Time Programs  
Compared to Percent of SPS Students by Category\***



**Percent of Students Participating in Middle School Support Programs  
Compared to Percent of SPS Students by Category\***



**Percent of Students Participating in Middle School Innovation Sites  
Compared to Percent of SPS Students by Category\***



### ***Indicators***

The Middle School Support and Out-of-School Time programs will also measure the following indicators of progress:

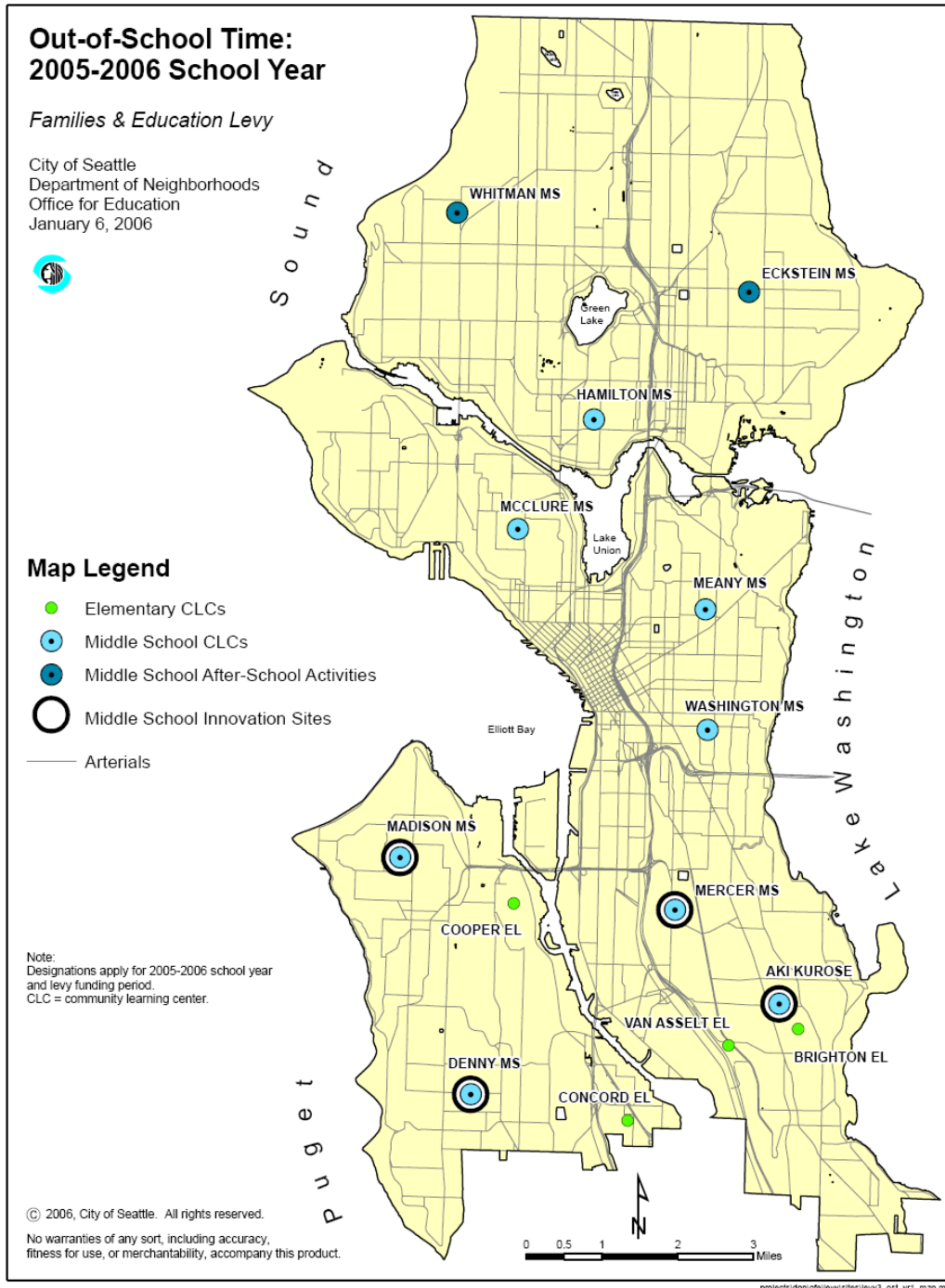
- Number of students meeting either the reading or math WASL standard
- Percent change in DRA scores
- Percent change in Average Number of Disciplinary Actions per Student
- Percent change in Average Attendance Rate
- Percent change in Grade Point Averages
- Total number participating in MSSP who have an Individual Student Plan including a baseline of math and reading diagnostic assessments
- Number and percent who improve on baselines
- Number and percent meeting either the math or reading WASL standard for their grade level
- Number and percent improving GPA
- Number and percent increasing homework completion
- Percent change in Average Attendance Rate
- Percent change in Average Number of Disciplinary Actions per Student
- Increased school retention rate
- Number of students progressing on time to the next grade level
- Number of families participating in CLC events and classes

### Implementation Schedule

Middle School Support and Out-of-School Time programs have completed the implementation phase. CLCs will expand over three years to eventually serve all ten middle schools.

### Map of Investments Across Seattle

The map below shows the geographic locations of all OST and Middle School Support programs for elementary and middle school students. All four Innovation Sites and all elementary CLCs are located in Southeast and Southwest Seattle.





***Budget***

The following chart shows a detailed budget of the OST programs.

<b>Middle School Support / Out-of-School Time</b>	<b>2005</b>	<b>2006</b>
	<b>Revised</b>	<b>Adopted</b>
Middle School CLCs	\$ 319,103	\$ 861,468
Elementary Community Learning Centers (CLCs)	\$ 116,244	\$ 326,083
Out-of-School Time programming (non-CLC)	\$ 107,843	\$ 244,774
Support (transportation, security, special needs)	\$ 144,655	\$ 468,153
Middle School Support (Innovation & Linkage)	\$ 329,677	\$ 1,014,321
Middle School Athletics	\$ 58,849	\$ 178,011
<b>TOTAL:</b>	<b>\$1,076,371</b>	<b>\$ 3,092,810</b>

***Next Steps***

Out-of-School Time for Elementary and Middle School Students will continue new programs throughout the 2005-06 school year. The programs will closely track indicators and outcomes, making course-corrections as needed.

## High-Risk Youth Detail

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### ***Description***

The High-Risk Youth area of the FEL invests in intensive case management services to keep the most academically challenged youth in school or return them to school. The program provides youth with an opportunity for educational success, working collaboratively with the School District, community-based organizations and police department to improve academic achievement and reduce the dropout rate.

Seattle Team For Youth (STFY) case managers link youth to culturally-appropriate services to ensure academic achievement. Community-based case managers access ethnic and linguistic resources unavailable to mainstream schools or the juvenile justice system. Case management services help youth navigate the school and court systems and access tutoring, mentoring, health, mental health, employment, and drug and alcohol services. Regular contact between case managers, clients, families and schools provides a stable, consistent and positive adult relationship that is often lacking in a young person's life.

Case management services are focused on Southeast and Southwest Seattle. These neighborhoods show the highest poverty rates, lowest attendance rates, and largest number of youth with low grade-point averages. STFY case managers work with middle and high schools with the highest dropout rates and the percentages of youth not meeting the WASL standards. Schools include Aki Kurose, Meany, Mercer, Denny, Madison, Cleveland, Franklin, Rainier Beach, Chief Sealth, West Seattle, South Lake, Marshall, and Interagency.

The approach and services described above represent a significant shift in focus for STFY. In the past, STFY was focused on two goals: improved academic achievement and reduced recidivism rates in the criminal justice system. With the reform of the new 2004 Families and Education Levy, STFY strengthened its focus on improved academic achievement and added the goal of reduced dropout rates/increased graduation rates. As a result, case managers have changed their way of doing business to work more in schools and to provide services to students that will directly help them stay in school, achieve academically and graduate.

### ***Targets***

Investments in High-Risk Youth will contribute toward the city-wide targets for **Academic Achievement and Reduction of the Academic Achievement Gap and Dropout Reduction/Increased Graduation Rate.**

	2006	2007	2008	2009	2010	2011	2012
High-Risk Youth referred	665	665	665	665	665	665	665
High-risk youth who stay in school/come back to school	365 (55%)	375 (56%)	400 (60%)	400 (60%)	415 (62%)	430 (65%)	430 (65%)
High-risk youth who pass the WASL*	11	11	TBD	TBD	TBD	TBD	TBD
* Approximately 4.1% of students in alternative schools pass the WASL. This target number represents approximately 4.1% of the students served who will take the WASL. We will establish accurate baselines and targets for WASL success beyond 2007.							

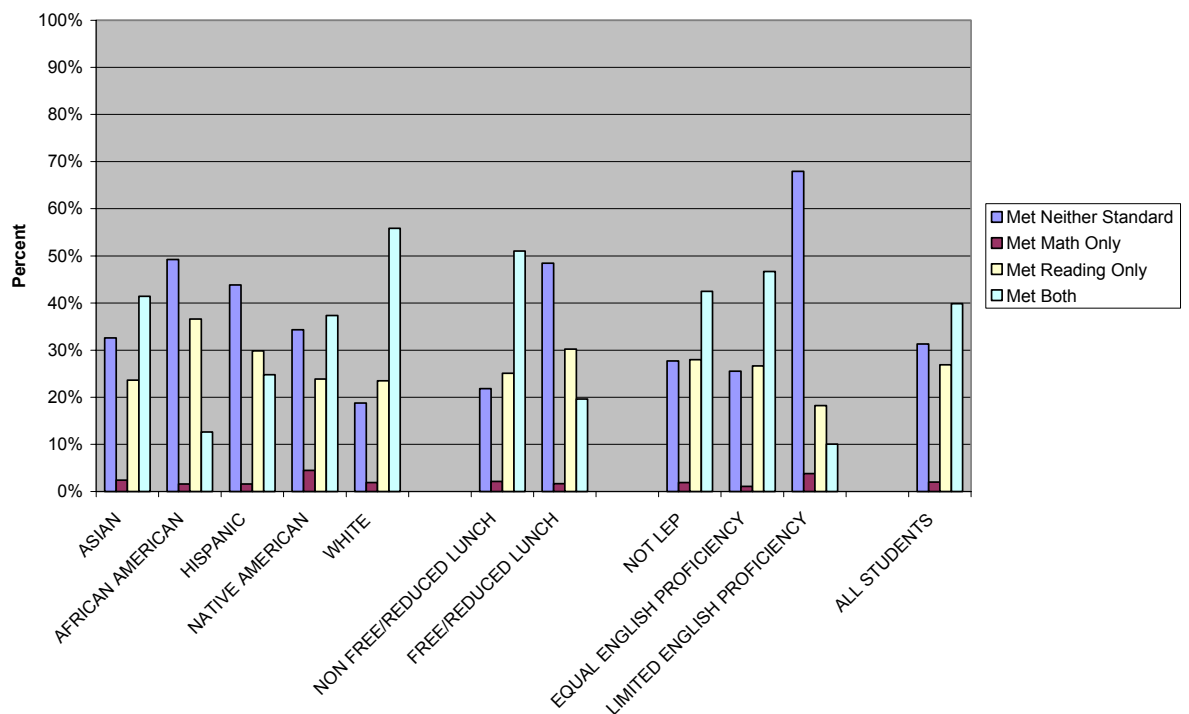
Targets will be updated annually based on interim results.

### Baselines

#### High School Academic Achievement – All Students

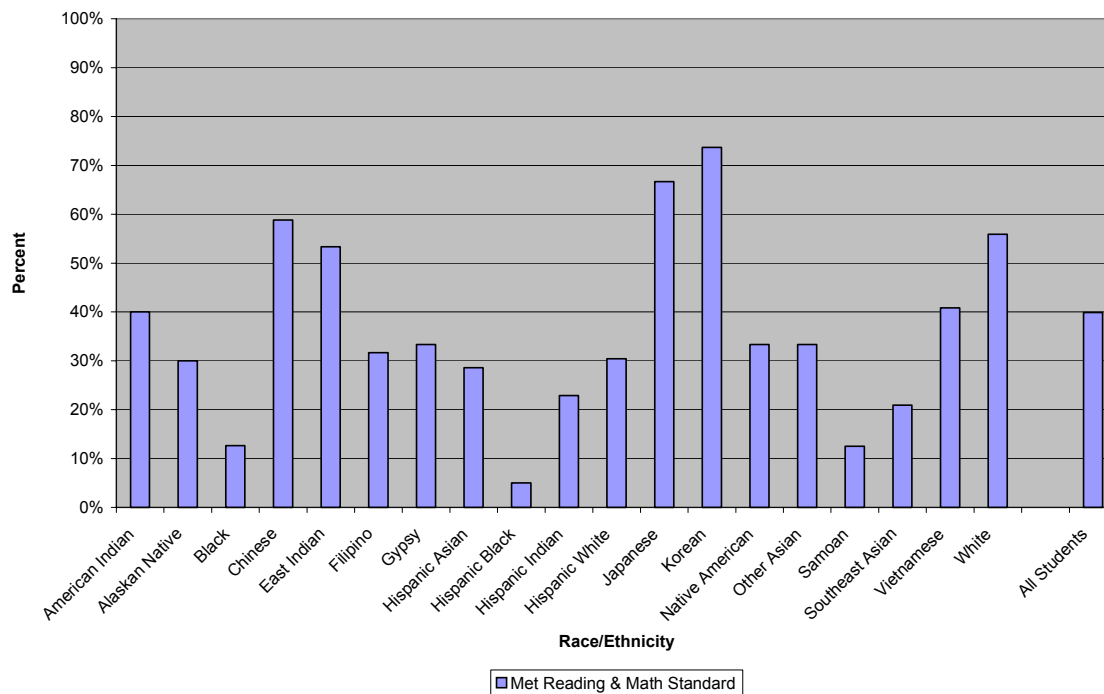
The 10<sup>th</sup> grade WASL baseline for all students is shown below. Scores for 10<sup>th</sup> grade students are lower than scores for 7<sup>th</sup> and 4<sup>th</sup> grade students. Only 40 percent of all 10<sup>th</sup> grade students met both the math and reading standards in 2004-05. The percentages are worse for African American, Hispanic and LEP students – 13 percent, 25 percent and 10 percent of each group, respectively, met both standards.

10th Grade Math and Reading WASL Results - All Students



The next graph shows the 10<sup>th</sup> grade WASL baseline for all students by the 19 detailed ethnicity groups reported by the School District in 2004-05. The graph shows the percentages of students in each ethnic category who met both the math and reading WASL standards. While the preceding graph shows 25 percent of Hispanic students met the standards, the detailed graph below shows 29 percent of Hispanic Asian, 5 percent of Hispanic Black, 22 percent of Hispanic Indian and 31 percent of Hispanic White students met the standards.

10th Grade Math and Reading WASL Results by Detailed Race/Ethnicity

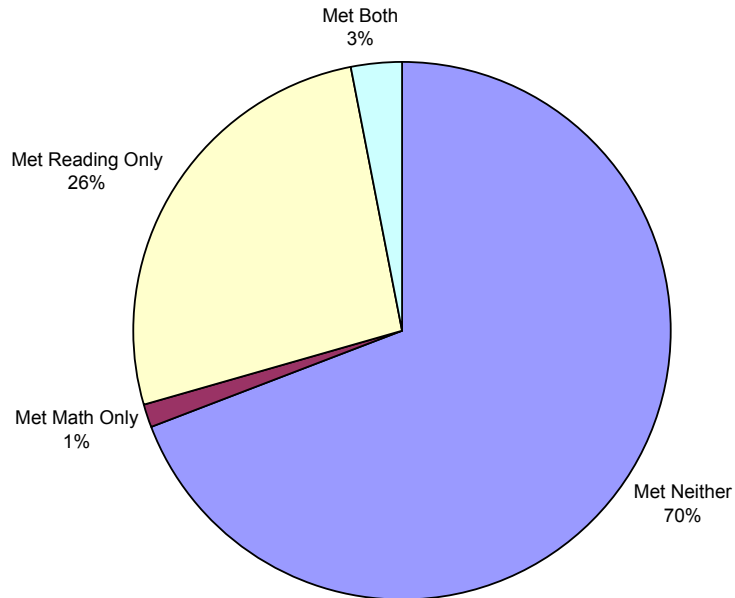


### High School Academic Achievement – High-Risk Youth Students

Following is a pie chart displaying the baseline for high school students in the High-Risk Youth investment. The data represent all students in the High-Risk Youth program who took the 10<sup>th</sup> grade WASL in 2004-05. It is important to note the data set available for students who took the 10<sup>th</sup> grade WASL in 2004-05 and who are in the High-Risk Youth program is relatively small (25 students). This is due in part to the program design, whereby students are constantly referred to the program throughout the year. Therefore, the number of students served at the beginning of the school year, for which data are currently available, represent only a portion of the total students served. A more realistic baseline will be set at the beginning of the 2006-07 school year, based on all students served in the 2005-06 school year. The chart below does not disaggregate by student category due to the small sample size.

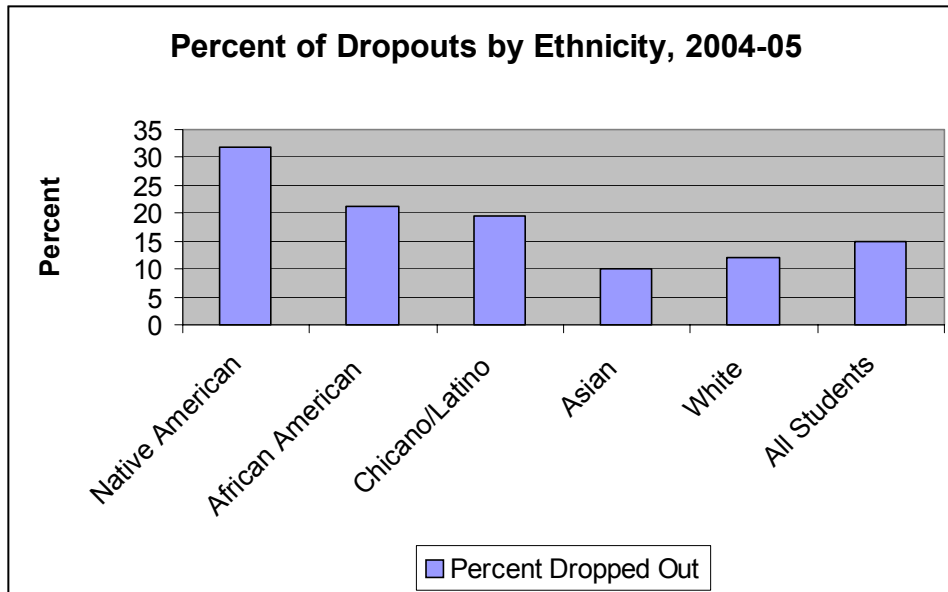
Seventy percent of STFY students in the sample met neither WASL standard in 2004-05. The program appears to be targeting students who are academically at-risk.

**2004 Math and Reading WASL Results - STFY Students**



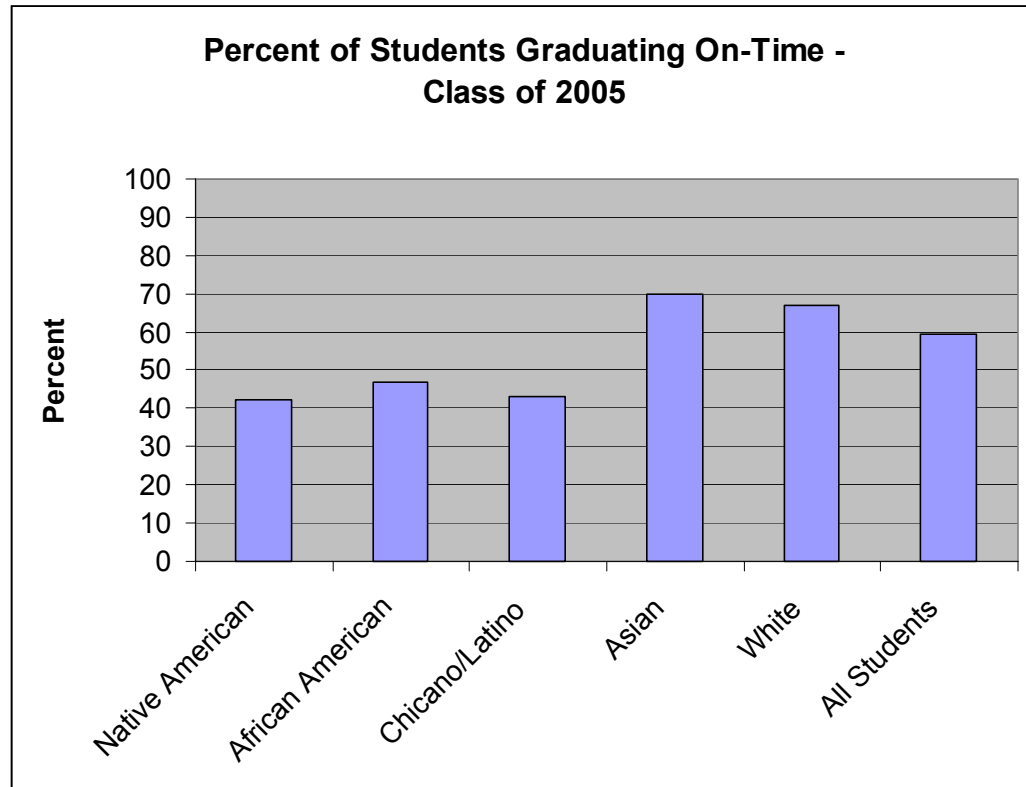
### High School Dropout Rate

The following graph shows the high school dropout rate for all students in the 2004-05 school year, by ethnicity. Specific data for students in Seattle Team for Youth are not available; students in Levy programs are still enrolled in school and therefore have not dropped out or graduated. The graph shows the highest dropout rate is among Native American students (32 percent), followed by African American students (22 percent) and Chicano/Latino (24 percent).



**Cohort Graduation Rate**

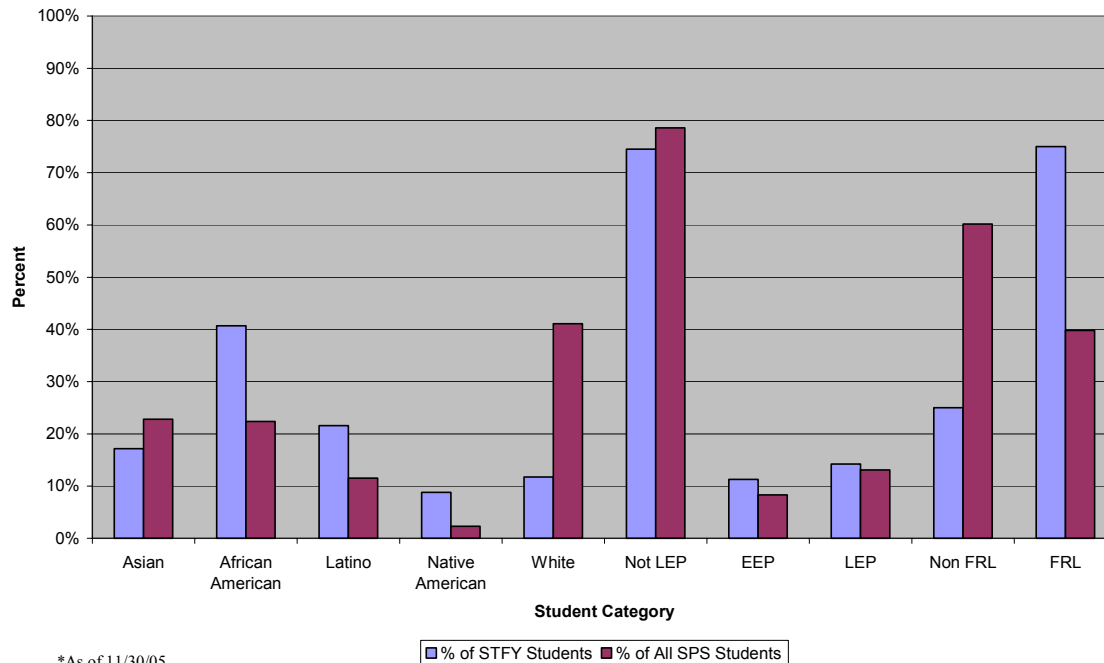
The graph below shows the cohort graduation rate for students in the class of 2005. Specific data for students in Levy programs are not available since all students served are still in school. The graph shows a dramatic disparity in graduation rates between American Indian, African American and Chicano/Latino students, and Asian and white students. While 70 percent of Asian students and 68 percent of white students graduated on time, the rates for Native American, African American and Chicano/Latino students were only 42 percent, 48 percent and 42 percent, respectively.



### Enrollment

The chart below shows enrollment data for students in STFY compared to overall SPS enrollment as of November 30, 2005. The program is serving greater percentages of African American, Latino, Native American and LEP students, and those who receive free and reduced-price lunch, than are in the overall school district population.

Percent of Students Receiving Seattle Team for Youth Services  
Compared to Percent of SPS Students by Category\*



### Indicators

In addition to the outcomes listed above, STFY will measure the following indicators of progress:

- Number and percent of students making progress on Individual Service Plans
- Number and percent of students increasing school attendance
- Number and percent of students reducing disciplinary referral rates
- Number and percent meeting either the math or reading WASL
- Number and percent of students improving their reading or math WASL performance
- Number and percent of students completing a GED

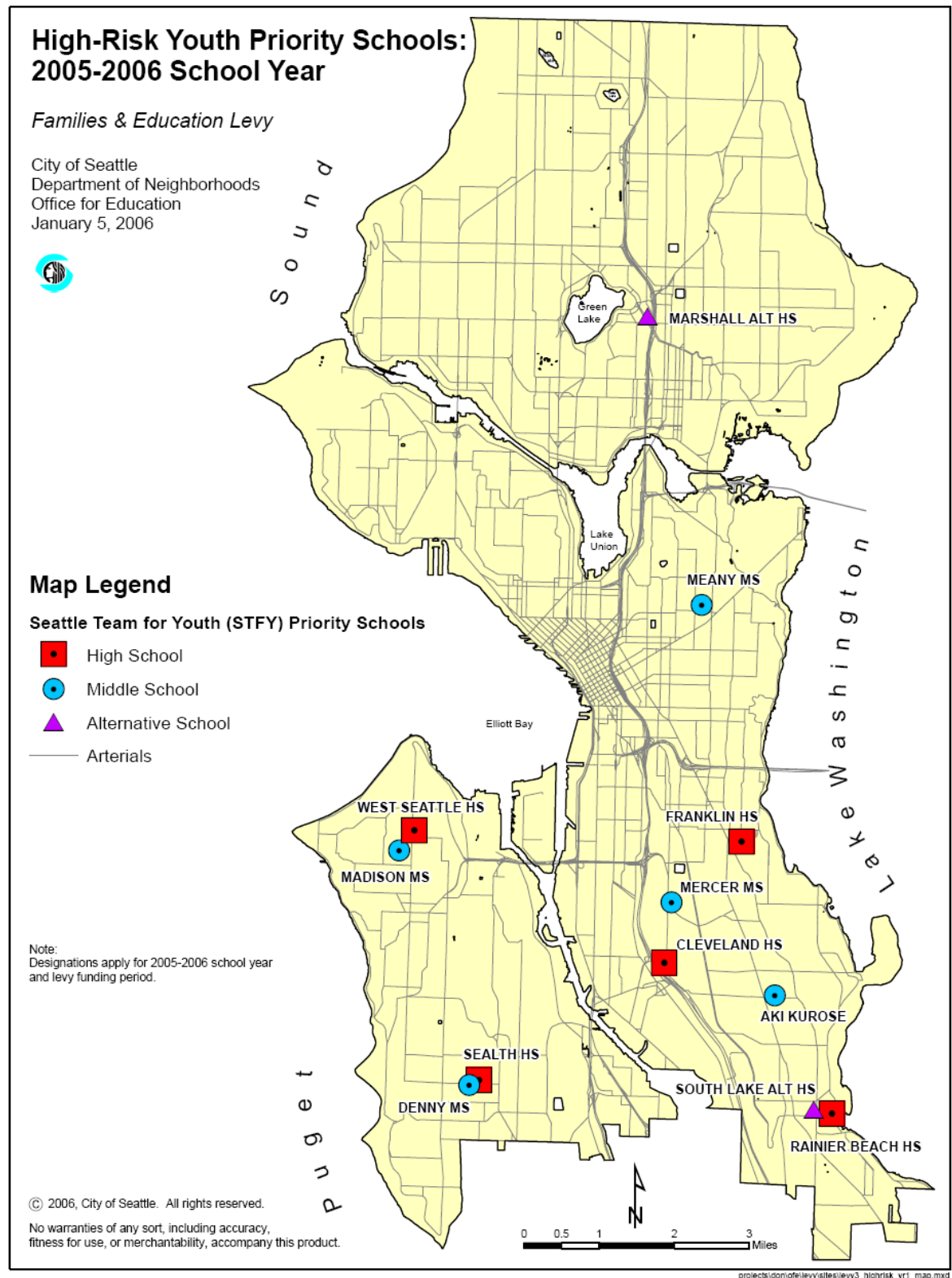
### Implementation Schedule

STFY contracts with providers are at full capacity. The program has already exceeded its typical percentage of referrals from Seattle Public Schools (approximately 66%) when compared to previous years, reflecting the program's strengthened work with the schools.



### Map of Priority Schools Across Seattle

The map below shows the geographic location of STFY priority schools. Most priority schools are located in Southeast and Southwest Seattle.



***Budget***

The following chart shows the detailed budget for High-Risk Youth.

Support for High-Risk Youth	2005	2006
	Revised	Adopted
High-Risk Youth	\$ 400,108	\$ 1,226,297
<b>TOTAL:</b>	<b>\$ 400,108</b>	<b>\$ 1,226,297</b>

***Next Steps***

STFY will continue to enroll students, moving them toward academic outcomes. If students are not making progress toward academic achievement and graduation, course-corrections will be made.

## Student Health Detail

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### ***Overview of Investments***

The Families and Education Levy invests in student health services for middle and high school students. There are two types of investments: School-Based Health Centers (SBHCs) in all ten comprehensive high schools and four middle schools, and school nurses in schools with other Levy health services. Each medical site is sponsored by a health care organization that provides the comprehensive medical and mental health services.

### ***Student Health as an Academic Achievement Strategy***

School-Based Health Centers provide a range of primary care services in all regular high schools and selected middle schools, including both medical and mental health services. In addition, some SBHCs serve more than one school (e.g., the SBHC at Nathan Hale also serves neighboring school Summit K-12). Although student health outcomes are the primary focus, the 2004 Levy strengthened the academic focus of student health services. In the new Levy, school health teams comprised of SBHC staff and school nurses are charged with providing support and interventions for students who are struggling academically. In high schools, the strengthened academic focus is intended to create an additional resource for 9<sup>th</sup> and 10<sup>th</sup> grade students who are not on track to pass the 10<sup>th</sup> grade WASL or for 11<sup>th</sup> and 12<sup>th</sup> graders who are not on track to graduate. Similar interventions are being implemented for struggling students at middle schools that have health centers.

School nurses play an important role in the early identification of students who are struggling academically. During the current school year, Seattle Public Schools is considering piloting an electronic linkage of health and academic data that will alert school nurses to students who may need additional help to succeed in school.

In addition, mental health is central to student academic success. The City of Seattle, Public Health and SBHC sponsors place a high priority on the cultural competence of mental health services in order to appropriately help improve student academic performance. Health center counselors face many challenges in providing culturally appropriate services to vulnerable student populations, such as the children of refugee and immigrant families. Some counselors have ethnic backgrounds and education that prepare them for working with certain populations; all counselors are strengthening working relationships with community-based organizations that work with communities of color and immigrant and refugee communities in order to provide the best service possible to all students.

### ***Targets***

Investments in Health Services at regular high schools and high-need middle schools will contribute toward targets for **Access to Health Care, with a Focus on Managing Health Disparities**, as well as **Academic Achievement and Reduction of the Academic Achievement Gap**.

Health Targets	2006	2007	2008	2009	2010	2011	2012
Citywide access to care: High school and middle school students receiving primary care	5,000	5,000	5,000	5,000	5,000	5,000	5,000
School targets in childhood immunization, focusing on South Seattle neighborhoods*	2,500	2,500	2,500	2,500	2,500	2,500	2,500
School targets in managing asthma and other chronic conditions**	600	600	600	600	600	600	600
<p>* Estimate based on School District data on students not in compliance with required immunizations as of October 2004.</p> <p>** Estimate based on 2001 National Health Interview Survey data, which found that 13 percent of children under 18 years had been diagnosed with asthma. Asthma is one of the most common chronic conditions among children and has a significant impact on school absenteeism. Rates are highest among African American and low-income children.</p>							

Targets will be updated annually based on interim results.

**Health Services will continue to support citywide success in adolescent health:**

- Births to females 15-17 years have declined to 5.9 percent in the past decade, as compared to as 13.3 percent average in 50 other US cities.
  - STD rates for adolescents declined similarly but may now be at a plateau or on the increase.
- Disparities persist among African Americans and Hispanic youth and in some south Seattle neighborhoods, so services in some schools will continue to have a strong focus on reproductive and sexual health issues.

Academic Targets	2006	2007	2008	2009	2010	2011	2012
High-risk students served through interventions that support academic achievement	1,500	1,667	1,834	2,000	2,167	2,334	2,500
# and % who pass the WASL	100 / 7%	150 / 9%	200 / 11%	250 / 13%	300 / 14%	350 / 15%	400 / 16%

## ***Baselines***

### **Health Baselines**

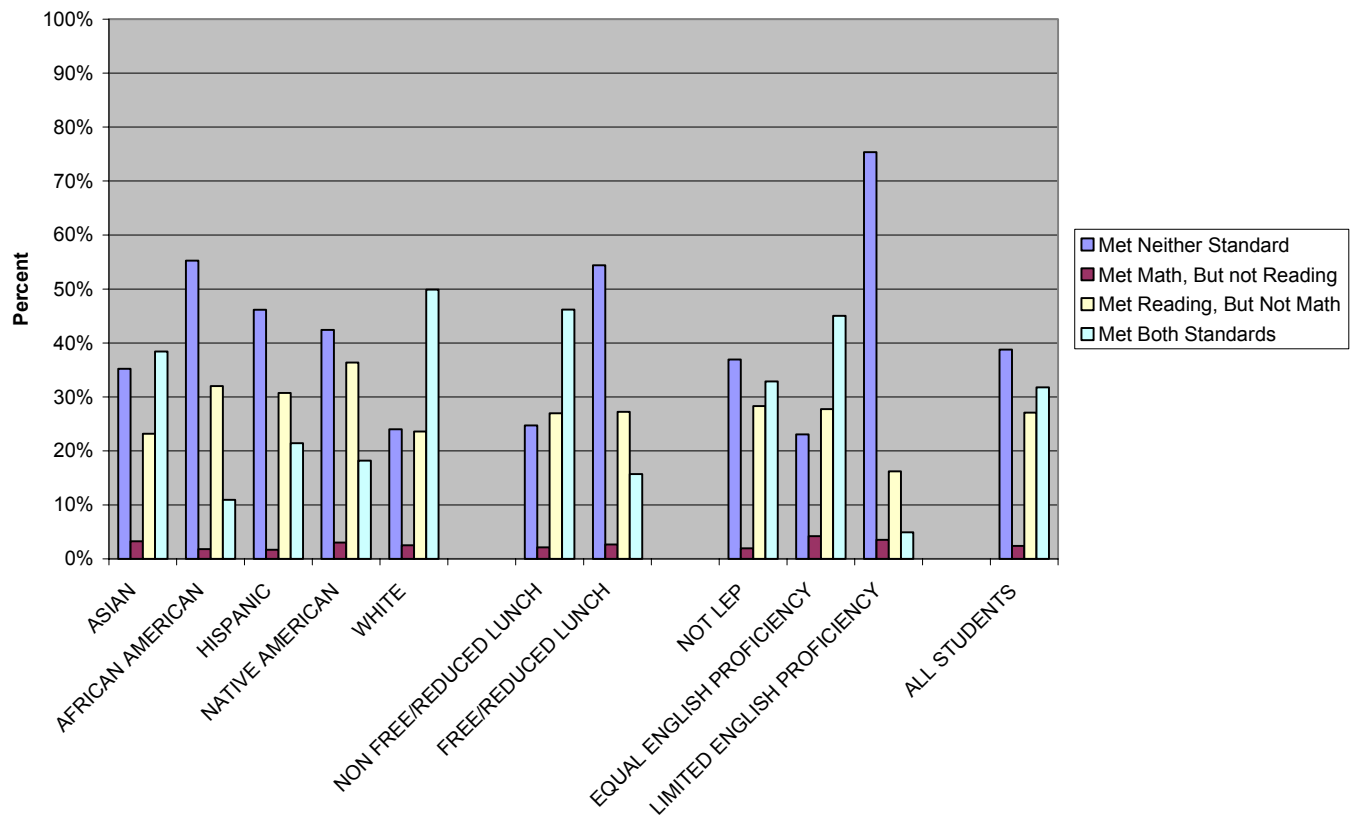
- City-wide Access to Health Care – All Students  
In the 2004-05 school year, SBHCs provided health care access to 4,839 students. The target for 2006 is 5,000 students.
- Immunizations – As of October 2005, 6,987 students in Seattle Public Schools were not in compliance with required immunizations. The target for the 2005-06 school year is to reduce that number by 2,500.
- Managing Chronic Conditions – 2005-06 is the first year in which SBHCs have tracked and reported on the number of students they assist with chronic conditions; no baseline exists. The target for this year is 600. Outcomes from the 2005-06 school year will serve as the baseline for the 2006-07 school year.

### **Academic Baselines**

#### **Middle and High School Academic Achievement – Students in School-Based Health Centers**

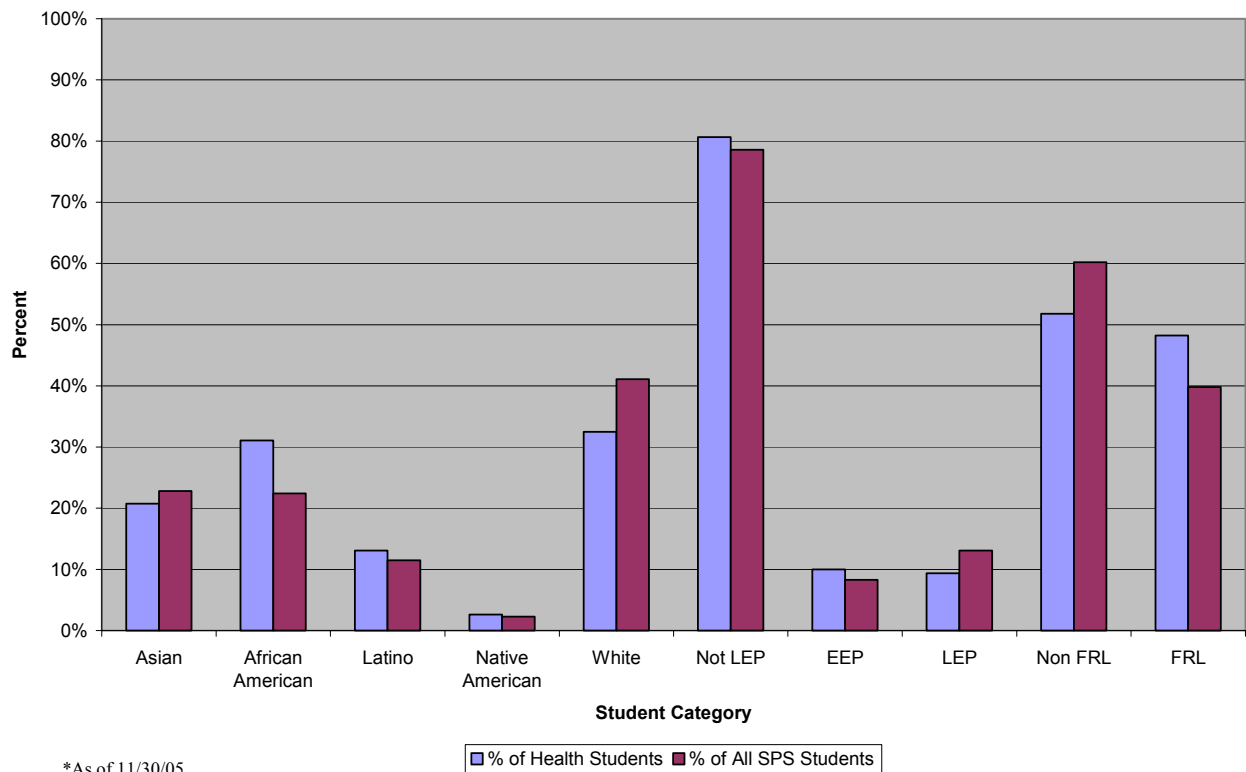
The following graph shows the academic achievement baseline for middle and high school students participating in SBHCs. Data represent WASL scores for students who are currently participating in SBHCs and who took the WASL in either 7<sup>th</sup> or 10<sup>th</sup> grade in 2004-05. Out of all SBHC students included in the sample, 28 percent met both WASL standards. The percentages are lower for students of color: only 11 percent of African American students and 12 percent of Native American students met the standards.

7th and 10th Grade Math and Reading WASL Results - Students Using Health Centers



### Enrollment

The following chart shows enrollment data for students served by SBHCs as of November 30, 2005. SBHCs are serving greater percentages of African American, Latino and non-LEP students, as well as students who receive free and reduced-price lunch, than the overall school district population.

**Percent of Students Receiving Health Center Services by Student Category\*****Indicators**

The following indicators will be used to measure progress toward the Student Health targets:

**Health Indicators**

- Birth rates to 15- to 17-year-olds
- STD rates among adolescents
- Number and percent of students meeting immunization requirements

**Academic Indicators**

- Number and percent meeting either the math or reading WASL
- Number and percent students progressing on-time to the next grade level
- Number and percent students improving attendance
- Number and percent reducing average student disciplinary actions

***Implementation Schedule***

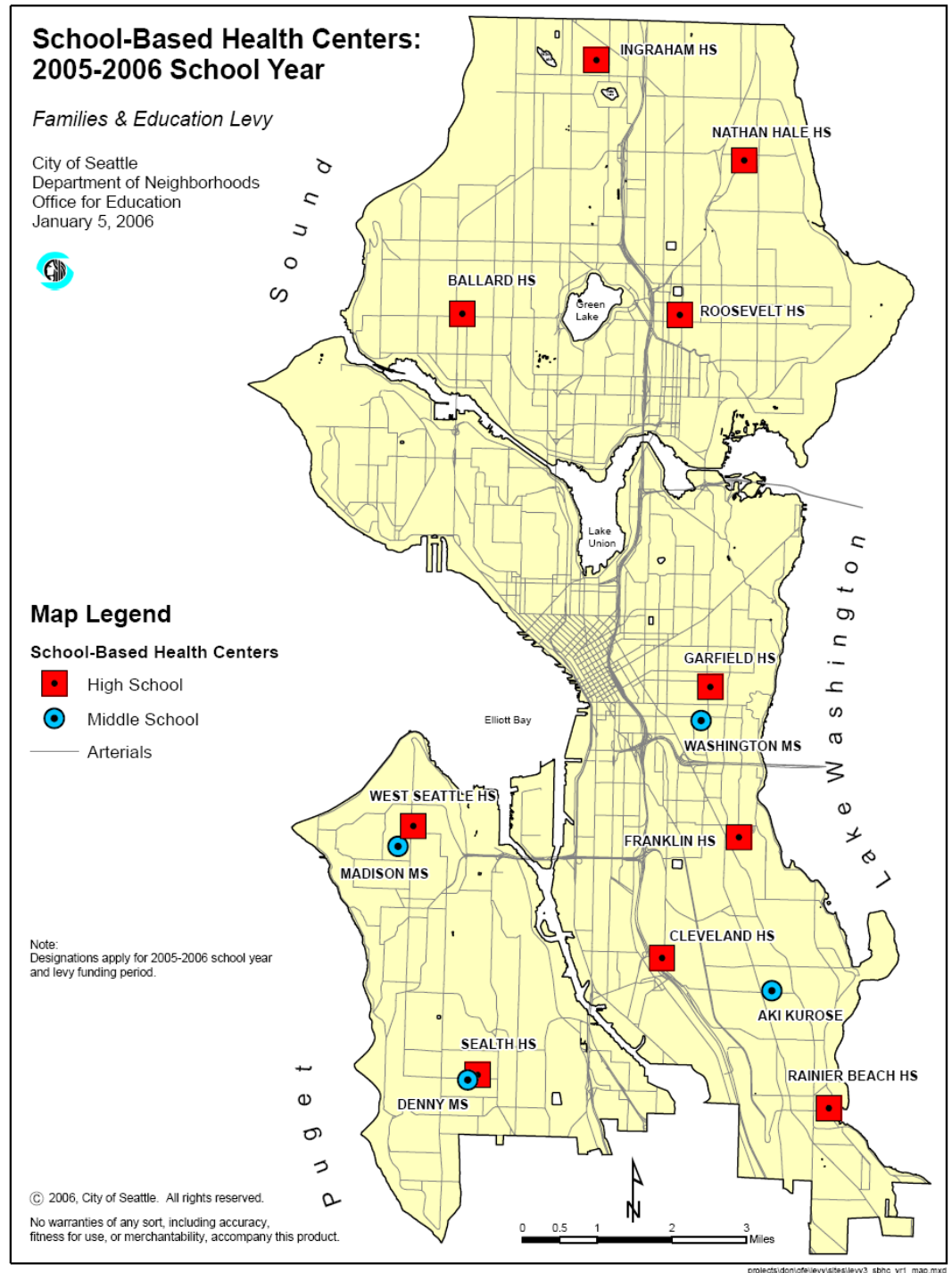
During the current school year, sponsoring organizations for School-Based Health Centers are developing strategic plans for interventions to support academic success. Work plans incorporate the direction and feedback of school leadership as much as possible, and include descriptions of:

- Methods used to identify and assess students at-risk of academic failure;
- Strategies, services and multidisciplinary interventions;
- Linkages to appropriate community-based organizations; and
- Educational goals for students receiving support.



### Map of Schools With Health Centers

The following map shows the geographic locations of School-Based Health Centers in high schools and middle schools. All four middle school clinics are located in Southeast and Southwest Seattle.



***Budget***

The chart below shows the detailed budget for Student Health services.

<b>Student Health</b>	<b>2005</b>	<b>2006</b>
	<b>Revised</b>	<b>Adopted</b>
School Based Health Clinics	\$ 883,029	\$ 2,712,313
Nurses	\$ 224,773	\$ 688,910
Administration	\$ 123,089	\$ 377,914
<b>TOTAL:</b>	<b>\$ 1,230,891</b>	<b>\$ 3,779,137</b>

***Next Steps***

Student Health Services will continue to implement its new focus on both student health and academic achievement, closely monitoring indicators to determine programs' impact on outcomes.

**Conclusion**

This report described the new approach of the 2004 Families and Education Levy, including strengthened accountability measures designed to measure the Levy's impact on Seattle students' academic achievement. The report described the baselines from which the Levy's progress will be measured in three outcome areas: school readiness, academic achievement and reduced dropout rate/increased graduation rate. Throughout the 2005-06 school year, the City and programs will track the progress of students toward academic success in each FEL program.

The City's Office for Education will issue an Interim Report in April 2006 showing student progress on the indicators described in this report. The City will recommend course-corrections, if needed, based on this data.

Finally, the Office for Education will issue an Annual Report in December 2006, showing outcomes for each program compared to their original targets. The City and program staff will use data to continuously improve academic achievement for students who are behind. The goal of the Families and Education Levy is to reduce the achievement gap using this outcomes-based approach.